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ABSTRACT

This publication consists mainly of resumes of 100 practicum reports written by participants in Nova University's educational administration practicum program. All the resumes were originally published in issues of the Education Resources Information Center (ERIC) catalog "Resources in Education." Each resume includes a 100-200 word abstract of the practicum report, as well as a number of descriptive index terms selected from the "Thesaurus of ERIC Descriptors." In addition, each resume also lists a variety of other bibliographic information, including the cost of ordering a copy of the complete practicum report from the ERIC Document Reproduction Service. (JG)

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Vol. 6, No. 2 — Fort Lauderdale, Florida — 1976–1977

ED133826

Nova National Leadership Program Reports in ERIC

100 PRACTICUMS: A BASIC RESOURCE FOR PRACTITIONERS

Nova Participants and Alumni, as Well as Educational Administrators Generally, Now Have Access to Action Programs to Improve Their Educational Systems

"A good practicum report can be described without facetiousness as being much like a cookbook," the Nova *Practicums Manual* states. "It can be used by an administrator in a district a thousand miles from your own to help solve an important problem and thereby improve his school system. It enables him to profit from your experience for the betterment of education generally, assuming enough conditions are comparable."

Participants currently in the Nova program, as well as alumni and educational administrators generally, can benefit from the practicum work performed by those who have gone through or are going through the program. Although every good practicum has elements of innovation, a practicum performer may, and should, draw upon the work of others who have tried to deal with problems related to his own.

Practicum reports are selected for the ERIC (Educational Resources Information Center) system primarily on the basis of transferability of the practicum experiences. That these efforts are descriptive of problems encountered in elementary and secondary schools throughout the United States is indicated by the fact that they were derived from problems encountered in the seventeen states and the District of Columbia in which Nova participants performed their practicums.

The 100 reports abstracted in this issue of *The Gatekeepers' Gazette* consequently represent a basic national resource for practitioners, whether they be Nova participants, Nova alumni, or educational administrators generally. These reports are the first group of 100 in ERIC that were generated by our program's participants.

The reports provide narratives of fully evaluated actions taken in pursuit of specific objectives in the resolution of identified needs. Educational administrators may find it useful to emulate or adapt the processes reported.

The reports also may interest those who seek to discern trends in American educational management and administration. The practicums were performed in school systems that stretch across the United States. They deal with a wide range of subjects, as is reasonable when one considers the wide range of problems that concern elementary and secondary educators. They identify problems besetting educators nationally, but they are expressed in terms of their local manifestations. Although some of the ERIC abstracts refer to "dissertations" or "studies" the reports are in fact action-oriented and not research-oriented. It should be emphasized that a Nova practicum is an action taken to resolve an educational problem, and that its resolution must be reflected in an improvement in a system.

The reports abstracted in this publication constitute a formidable arsenal of information about problems that cry out for actions toward solutions. That is at the heart of the practicum efforts of Nova participants.

EA 009 063

A RESOURCE FOR PARTICIPANTS

Although no single practicum report is presented to participants as a model, the collection of documents *in toto* constitutes a resource that can aid in the organization and presentation of practicum reports.

Microfiche copies of the 100 reports listed in this issue are being sent to all Group II clusters. Participants may wish to study the full reports as guides to the writing of their own documents. They may also wish to study the abstracts and descriptors as a guide to the writing of these required elements of practicum reports. The *Thesaurus of ERIC Descriptors* (6th Edition) is provided to each Group II cluster as a reference work upon which participants may draw. It is hoped that the use of the *Thesaurus* in developing descriptors for the practicum reports participants write will promote facility in the use of descriptors when participants address the ERIC system for information needed in their practicum and substantive module work, as well as their day-to-day work in operating school systems. Guidelines for indexing (writing descriptors) for Nova practicums and for writing abstracts are presented in this issue of the *Gazette*.

Program graduates may request microfiche copies of reports abstracted in this issue. Address Information Retrieval Specialist Rick Pratt at Nova. There is no charge to graduates for the fulfillment of requests for a limited number of microfiched documents.

the Gatekeepers' Gazette

About the persons, places and things that are Nova University's National Ed. D. Program for Educational Leaders.

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Guidelines for Indexing Nova Practicums

The following guidelines are addressed to Nova participants. They should be followed by participants when assigning index terms (descriptors) to Nova practicums.

Accessability. Once a practicum is entered into the main file, its only points of access are index terms under which it is filed. It is important, therefore, that you index from the point of view of a searcher. Try to assign a variety of access points by assigning different, non-synonymous terms.

Major and Minor Descriptors. You may assign as many as 10 terms to a document. However, no more than five may be designated as major. Major descriptors are those that describe the main concepts of a document. Minor descriptors apply to concepts that are incidental or peripheral to the mainstream of the document. Indicate major descriptors by marking them with an asterisk (*). Also note that only major descriptors are used to index the document.

Subject Terms. Most descriptors will relate to the subject of a document, and most documents will deal with several interrelated subjects, such as inservice training for English teachers in bilingual schools. You should assign descriptors to cover all concepts covered by a document.

Education Level. Most documents have direct relevance for only one or two educational levels. There are descriptors to cover all levels from preschool to post graduate education. You should assign at least one descriptor that denotes educational level. It may be either major or minor.

Level of Specificity. Most descriptors are related to narrower and/or broader terms that describe different levels of specificity within the same concept area. Use the narrowest possible term to describe the document you're indexing. For example, if the document is about vocational counseling, use the term "Vocational Counseling," not just "Counseling."

Guidelines for Writing Abstracts

The following guidelines are addressed to Nova participants. They should be followed by participants when they write abstracts of their practicum reports.

An abstract is a relatively short narrative that tells the reader something about the document. It should be informative rather than descriptive. Pay particular attention to the following elements.

Purpose. Depending on the document, the purpose can consist of a broad statement of purpose or a more specific, testable hypothesis, or both.

(Continued on p. 27)

100 Nova Practicum Reports in ERIC

ED 125 119 EA 008 447

The Development and Implementation of an Articulation Model Between the Intermediate School and Feeder Elementary Schools.

Kilpatrick, John W.

Publ. Date: May 76. Note: 219p.; Submitted in partial fulfillment of requirements for Doctor of Education Degree, Nova University; For a related document, see EA 008 446

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors: *Articulation (Program), Educational Objectives, Educational Planning, *Elementary Education, Formative Evaluation, *Middle Schools, Models, *Needs Assessment, *Program Descriptions, *Program Design, Questionnaires, Statistical Analysis, Summative Evaluation

Identifiers: *Virginia (Newport News)

This practicum developed a model of vertical articulation between elementary feeder schools and an intermediate school. The program and model were developed after a formal needs assessment was carried out to determine articulation problems. After problems were determined, objectives were formulated and strategies developed. Objectives that provided the bases for the program model were then implemented for treatment of the problems and further evaluated to determine their effectiveness. The objectives dealt with the schedule of meetings and the planning for articulation; articulation rationale and commitment; eighth-grade student orientation; individualized new student orientation; interorganizational staff meeting and planning; interschool teacher observations; feeder teacher familiarization with curriculum, placement, and registration; seventh-grade student familiarization with curriculum, placement information, and registration; parent orientation; and the student activities program. Evaluation revealed that each of the problems was significantly reduced by the implementation of the program objectives. Outcomes facilitated the physical movement and social adjustment of students as they moved from one school organizational level to the next and established communications between the professional staffs who work at the secondary organizational levels of the school system. (Author/IRT)

ED 125 118 EA 008 446

The Development and Implementation of an Articulation Model Between the Senior High School and the Feeder Intermediate School.

Starboard, James W., Jr.

Publ. Date: 3 May 76. Note: 307p.: Submitted in partial fulfillment of requirements for Doctor of Education Degree, Nova University; For a related document, see EA 008 447

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors: *Articulation (Program), Educational Objectives, Educational Planning, Formative Evaluation, *Middle Schools, Models, *Needs Assessment, *Program Descriptions, *Program Design, Questionnaires, *Senior High Schools, Statistical Analysis, Summative Evaluation.

Identifiers: *Virginia (Newport News)

The purpose of this practicum was to develop and implement an articulation model between a senior high school and a feeder intermediate school based on problems identified in a needs assessment. Treatments in the form of objectives were applied to the various problems uncovered and became the basis for the model. Subsequent evaluation indicated that all problems uncovered by the needs assessment were significantly lessened by the implementation of the objectives. The model proved effective in facilitating the physical movement and social adjustments of students as they moved from one school level to the next and in establishing communications between the professional staffs of the schools. The ten objectives of the program dealt with the meeting and planning schedule, articulation commitment and rational development, fall orientation for tenth-grade students, the individualized student orientation program, ability level assignment, professional staff meeting and planning, the interschool teacher exchange program, course familiarity of feeder school guidance staff and curriculum specialists, spring orientation for rising tenth-grade students, and parent orientation. Numerous appendixes are attached. (Author/IRT)

ED 124 929 CS 002 777

An Inservice Systems Approach for Improving Reading Skills of Students Reading below Grade Level.

Garberina, Thomas J.

Publ. Date: 76. Note: 180p.; Max I and II Report for D.Ed., Nova University; Some pages may not reproduce well due to poor type

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors: Diagnostic Teaching, Doctoral Theses, *Inservice Programs, Intermediate Grades, *Program Development, Program Evaluation, *Reading Improvement, *Reading Programs, Reading Research, *Reading Skills, *Systems Approach

Identifiers: Pennsylvania, Right to Read

This dissertation describes the inservice development and implementation of a systems approach to implementing a prescriptive reading program for fifth and sixth graders in an elementary school in Pennsbury, Pennsylvania. The faculty, a full-time coordinator of reading who served as the Right to Read director were also involved. The goal of the program was to affect students in such a way that their reading growth during the fifth and sixth grades would be equal to or greater than their reading growth during previous years. At the end of one year, some of the major findings indicated that students' attitudes toward reading reflected an overall gain; students' specific skill weaknesses were 99% corrected during the program; students' ratio of learning was equal to or greater than their ratio of learning for previous school years; and teacher participation in the systems approach resulted in positive modification of many of their educational values. (MKM)

ED 123 798 EA 008 359

Developing and Implementing an Early Retirement Incentive Program for Marin County School Districts. Vol. 1 and 2.

Mauzy, Byron W.

Publ. Date: Oct. 75. Note: 305p.; Submitted in partial fulfillment of the requirements for Doctor of Education Degree, Nova University. Parts of appendix may not reproduce clearly

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors: Administrative Personnel, *Board of Education Policy, *Educational Finance, Elementary Secondary Education, Enrollment Trends, Program Descriptions, Questionnaires, Retirement, School Law, *Teacher Retirement, Teachers, *Teacher Supply and Demand

Identifiers: California (Marin County), *Early Retirement

In creating an early retirement incentive program for the Marin County (California) schools, the author ex-

amined the early retirement ethic, other early retirement plans in the public and private sectors, the impact of early retirement on Social Security benefits, opposition to such programs, and the factors in the California school districts that affect such programs – such as enrollment declines, staff reductions, and legal implications. The program developed calls for voluntary participation in the program for persons who are at least 55 years old and who have served satisfactorily in the district for a minimum of five years. The person in the program would be hired for up to five years, or age 65, whichever came first, as a consultant to the district. As of August 1, 1975, six of eight target districts had adopted the author's plan or one based on it. (Author/IRT)

ED 121 792 SP 010 057

A program to Reduce Disruptive Behavior in a School Based Upon a Practical Application of the Adlerian Theory of Psychology.

Crawford, Carl G.

Publ. Date: 27 Feb 76. Note: 205p.; Ed.D. Practicum, Nova University. Appendix P not available due to marginal legibility. Parts of appendixes may reproduce poorly due to print quality
EDRS Price MF-$0.83 HC-$11.37 Plus Postage
Descriptors: *Behavior Problems, Parent School Relationship, *Practicums, *Psychology, *Student Behavior, *Teacher Workshops
Identifiers: *Adlerian Theory of Psychology
This practicum report describes a program to aid in reducing the incidence of disruptive behavior of students through the use of the Adlerian Theory of Psychology. The report contains a general definition of the problem, which was the reduction of the disruptive student behavior, and the objectives to be achieved from the program. There is a discussion of the genesis of the program and of a probable solution to the problem. The format of the program and a list of four specific problems related to disruptive behavior are then presented. Next, the practicum objectives are listed, followed by a listing and discussion of the performance objectives and evaluative instruments. A discussion of the implementation of the practicum precedes explanations of the various types of workshops presented. Next is an evaluation and a detailed discussion of the results. The report concludes with a description of the educational impact of the program at the local, state, and national levels, and an overall summary of the report. The appendixes contain samples of all instruments and communications used for the practicum. (RC)

ED 121 426 PS 008 462

Parent Assisted Learning Strategies: The Development of an Early Intervention Program for Parents and Their Infants.

Schrock, John H.

Publ. Date: 1 Apr 75. Note: 375p.; Practicum submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University
EDRS Price MF-$0.83 HC-$19.41 Plus Postage
Descriptors: Child Development, Disadvantaged Environment, *Early Childhood Education, Home Programs, *Infants, Instructional Materials, *Intervention, Learning Activities, Manuals, Paraprofessional Personnel, Parent Child Relationship, *Parent Education, Pilot Projects, *Program Descriptions, Program Evaluation
Identifiers: California (Sacramento)
This report describes the development, implementation and evaluation of a pilot early intervention program for parents and their infants 1 to 36 months old. Parents were trained by paraprofessionals (under the direction of professionals) to increase their psychomotor areas. The pilot project included 90 families with children under three years of age representing a cross-section in race and socioeconomic background of families in the Sacramento City Unified School District. The paraprofessionals' manual developed for the program (2/5 of the report) includes the philosophy of the project; operational procedures; resource materials; forms; and a bibliography of films, books, and pamphlets. The parents' manual (2/5 of the report) includes sections on philosophy and goals for parents and children; information on health, growth, development, language environment and sources of stimulation; directions for home lessons; guides for observing children; a list of community resources; and a bibliography. "Normal" and "high risk" groups included in the program were compared for development in personal-social areas, gross and fine motor skills, and receptive and expressive language. Results indicate that intervention seemed to have the greatest effect on infants in the 7 to 30 months age range. (Author/ED)

ED 120 927 EA 008 071

Administrator's Guide for School District Self-Evaluation.

King, Royce

Education Service Center Region 13, Austin, Tex.
Publ. Date: 75. Note: 120p.; A related document is EA 008 070
EDRS Price MF-$0.83 HC-$6.01 Plus Postage
Descriptors: *Administrator Guides, *Data Collection, Educational Assessment, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Questionnaires, Records (Forms), *School Districts, School Systems, *Self Evaluation, Surveys
Identifiers: *Texas
This guide was constructed to meet the need of superintendents for easily accessible information for more intelligent decision-making and for a process for gathering information necessitated by impending Texas Education Agency accreditation visits. It was designed to be functional, yet brief, and to be flexible so that it can be used by various superintendent-appointed groups. It includes guidelines and forms needed to gather information for a complete evaluation of a district. (Author/IRT)

ED 120 926 EA 008 070

Development of an Administrator's Guide for School District Self-Evaluation.

King, Royce

Publ. Date: 2 Feb 76. Note: 42p.; A related document is EA 008 071. Submitted in partial fulfillment of requirements for Doctor of Education, Nova University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors: *Accreditation (Institutions), *Administrator Guides, Educational Assessment, Elementary Secondary Education, Evaluation, *Evaluation Methods, Measurement Techniques, *School Districts, School Systems, *Self Evaluation, State Standards
Identifiers: *Texas
The purpose of this practicum was to develop, field test, implement, and evaluate a school district self-evaluation guide specifically designed for Texas schools. The need for such a guide was expressed by school officials faced with the challenge of meeting and maintaining state minimum accreditation standards. The guide was developed and used in one multicampus district to conduct a self-study. Revisions to the instrument were made throughout the duration of the practicum effort, with the Texas Education Agency's accreditation staff giving its approval for the guide to be used in self-evaluation studies throughout the state. Eight districts within Region XIII received approval to use the guide during the current school year. (Author)

ED 120 925 EA 008 069

Development and Implementation of a Non-Graded Organization in an Elementary School.

Troutman, Bruce E.

Publ. Date: Oct 75. Note: 289p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

EDRS Price MF-$0.83 HC-$15.39 Plus Postage

Descriptors: *Articulation (Program), Continuous Progress Plan, Curriculum, Educational Planning, Evaluation, Inservice Teacher Education, Instructional Staff, Needs Assessment, *Nongraded Primary System, Nongraded System, Parent Attitudes, Parent Participation, Primary Education, Principals, *Program Descriptions, *Program Development, Questionnaires, Records (Forms), School Organization, Student Placement, Surveys, *Teacher Attitudes

Identifiers: *Illinois (Chicago)

This practicum report deals with the development and implementation of a nongraded program of instruction in the primary levels of a public school. Program activity, from the initial informational and planning phases, through development and implementation, and, finally, to postprogram assessment, is the subject and substance of the report. The program was carried on in response to a board of education mandate, and the activities were planned to overcome teacher resistance and indifference toward movement away from a traditional, graded organization. A high level of staff participation, with direct responsibility for sharing in program development, implementation, and assessment activity, was recognized as being of paramount importance if there were to be significant changes in teacher attitudes and program outcomes. To the degree possible, all stated objectives of the program were satisfactorily met. (Author/IRT)

ED 120 915 EA 008 056

Equitable and Efficient Staffing of Elementary Schools in the Denver Public Schools System.

Roberts, Frank E.; Turner, Orville D.

Publ. Date: Nov 75. Note: 110p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University. Appendices A and I may reproduce poorly due to marginal legibility of original document

EDRS Price MF-$0.83 HC-$6.01 Plus Postage

Descriptors: *Computer Oriented Programs, Educational Administration, *Educational Planning, Elementary Education, Instructional Staff, *Management Systems, Program Descriptions, *Program Development, Staff Utilization, Teacher Distribution

Identifiers: Colorado (Denver)

The practicum described in this report was intended to develop an effective computer-based procedure for allocating teaching personnel among the 94 elementary schools in the Denver Public School System. The project design was developed by the authors over a 10-month period in cooperation with central office administrators and 12 elementary principals. Recommendations on appropriate variables to be included in designing the computer process were gathered through a districtwide survey of elementary principals. Field testing was hypothetical; various combinations of variables were used to determine differing teacher allocations, which were then compared with existing teacher allocations in every school. The finished allocation procedure developed through this process will be fully implemented in Denver's elementary schools for the 1976-77 school year. (Author/JG)

ED 120 911 EA 008 044

Design and Implement a Procedure for Funding Construction of a New High School.

Ware, Oral Edward

Publ. Date: 2 Feb 76. Note: 99p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

EDRS Price MF-$0.83 HC-$4.67 Plus Postage

Descriptors: Architectural Programming, Community Support, Construction Costs, Critical Path Method, Educational Assessment, *Educational Finance, *Educational Planning, Educational Specifications, *Facility Requirements, *Financial Needs, High School Design, Practicums, Questionnaires, *School Construction, School Demography, Secondary Education

Identifiers: Charrettes, Virginia (Poquoson)

The recently chartered city of Poquoson, Virginia, has a separate school division that is completely independent from New York County. The division superintendent describes in this practicum the processes involved in planning and constructing a new high school building. A building needs study was the first step followed by the selection of an architectural firm to do planning, projections, cost estimates, and preliminary design work. Strong emphasis is placed on strategies and procedures used for securing financial backing. Community support was sought by having "charrettes" involving the community, politicians, architects, and professional educators in the design of the school building. Other efforts to enlist community support included public hearings and an educational assessment questionnaire distributed to every householder in the district. The appendixes contain copies of letters, reports, memorandums, cost estimates, and the questionnaires. (MLF)

ED 120 909 EA 008 040

A Humanistic Approach to Student Registration and Self-Scheduling in a Comprehensive High School.

Dotterweich, Andrew H., Jr.

Publ. Date: 22 Feb 76. Note: 20[illegible]p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

EDRS Price MF-$0.83 HC-$11.37 Plus Postage

Descriptors: Experimental Programs, Humanistic Education, Management Systems, *Models, *Program Descriptions, *Program Evaluation, Questionnaires, Records (Forms), *Scheduling, School Administration, *School Registration, Secondary Education

The purpose of this practicum was to develop, implement, and evaluate a humanistic system for student registration and self-scheduling in a comprehensive high school. The author developed a model registration and scheduling system, which was introduced on an experimental basis in a Baltimore-area high school and then evaluated by staff members and students at the school. On the basis of that evaluation, the model was adopted to replace the school's former registration and scheduling system. Following several short chapters describing the objectives of the practicum and the development of the model, most of the report consists of a detailed description of the model's implementation and a discussion of its evaluation. In addition, extensive appendixes contain a flow chart and chronology of the model's development and implementation, as well as samples of all the instruments and materials used to plan, implement, evaluate, and institutionalize the model system. (Author/JG)

ED 120 186 SP 009 963

Does Involvement of Mental Health Consultants with Teachers Change Their Attitudes Toward Children with Emotional Problems?

Mobley, Charles F.

Publ. Date: 29 Jan 76. Note: 58p.; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage

Descriptors: Attitude Tests, *Changing Attitudes, Consultants, *Emotionally Disturbed Children, *Inservice Teacher Education, *Mental Health Clinics, *Teacher Attitudes

The purpose of the practicum was to determine if a specifically designed inservice training program for teachers would change their attitudes toward children suffering from emotional instabilit[illegible] Two groups of

teachers from two schools acted as experimental and control groups for the purpose of analysis. The experimental group was involved in an inservice program which utilized mental health consultants from local and state clinics. The results indicated that teachers' attitudes toward children with emotional problems were changed in specific areas. The results seemed to indicate that teachers have a better understanding of children with emotional problems after attending inservice programs conducted by Mental Health consultants. Also, it was found that corporal punishment was used less and behavior modification techniques were used more by those teachers in order to assist children in becoming more emotionally stable. (Appendixes include letters pertaining to the practicum, agenda of the inservice meetings, and a mental health consulting survey form.) (Author)

ED 119 735 **IR 003 215**

A Model for Improving School Media Centers.

Turpin, James D.

Publ. Date: 9 Feb 76. Note: 351p.; Ed.D. Practicum, Nova University; Some portions of Appendixes may not reproduce due to marginal legibility of original document
EDRS Price MF-$0.83 HC-$19.41 Plus Postage
Descriptors: Audiovisual Centers, *Change Strategies, Data Collection, Doctoral Theses, Educational Innovation, Educational Research, Elementary Secondary Education, *Evaluation Methods, Facility Improvement, *Instructional Materials Centers, Library Standards, Media Specialists, *Models, Program Evaluation, Program Improvement, Research Design, Research Methodology, School Libraries, Tables (Data)
Identifiers: Georgia (DeKalb County)

A model to encourage and facilitate change in school media programs was developed and field tested. The model was intended to provide assessment measures of media centers, planning strategies, and methods for implementing change. The model considered personnel, physical plant, collections, and operations. In 1975, the model was field tested in eleven elementary schools and six high schools. Follow-up questionnaires and site visits suggested that the model was instrumental in creating changes in the school media centers. The text is a detailed collection of documents which trace the planning, execution, and results of the project. (EMH)

ED 119 452 **EC 081 704**

Regional Educational Assessment Diagnostic Services: Concept to Action (R.E.A.D.S.). Practicum Report. Maxi I.

Drew, Herbert A., Jr.; Lynch, Edward J.

Publ. Date: Aug 75. Note: 163p.; Ph.D. Dissertation, Nova University; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors: Case Studies, *Educational Diagnosis, Elementary Education, Exceptional Child Education, Exceptional Child Services, *Handicapped Children, *Medical Evaluation, Program Development, Program Evaluation, *Special Education, State Legislation, *State Programs.
Identifiers: *Massachusetts

Described is the development of the Regional Education Assessment Diagnostic Services (READS) project, a collaborative organization of 20 Massachusetts school districts which would enable the districts to provide the diagnostic services mandated by recent state legislation for children having special needs. Among topics covered are the legislative basis for the development of READS, community efforts to provide the requisite financial support, the formation of a governance structure, and the staffing and organization for operation during the 1974-75 school year. The final section contains evaluative judgements of the program obtained from parents and school professionals, and includes a case history demonstrating the sensitivity of READS to the handicapped child. The bulk of the document consists of appendixes which include a copy of Massachusetts legislation (Chapter 766) which requires that communities provide special education programs for children with special needs, an outline of student records regulations, and professional and parental evaluations of the project. (SB)

ED 119 451 **EC 081 703**

Staff-Development Program. Maxi I Practicum.

Tutalo, Anthony J.

Publ. Date: Aug 75. Note: 87p.; Ph.D. Dissertation, Nova University
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors: Behavior Change, Class Activities, Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, *Inservice Teacher Education, Instructional Staff, *Program Descriptions, Program Effectiveness, *Regular Class Placement, Teacher Role, *Workshops

Described are various aspects of a program to train school personnel to meet the special needs of mainstreamed children. The staff development program is discussed in terms of program responsibility, strategy, and steps taken by the principal in the implementation procedure. The four stages of Project RETAP, a special education in-service program for regular education teachers and principals, are reported to include building a positive relationship between instructor and workshop participants. Outlined are topics (such as behavior problems in the classroom, behavior modification and development of self concept) covered during a released time workshop on student behavior. Additional material on gross motor training, body awareness, motor planning, body control, visual memory and perception, tactile and kinesthetic skills, and auditory analysis are given in Appendix B. In a formative evaluation, eight results are listed for the program which include that parent participation was built into the program in the form of parent conferences and workshops. A summative evaluation of the program is presented with tables; and it is concluded that the program resulted in gains in student performance in the areas of attendance, behavior, and academic achievement. Also appended are information on Project RETAP and monitor reports. (SB)

ED 119 393 **EA 008 053**

The Development, Implementation, and Evaluation of a Comprehensive Substitute Teacher Program in Eastern Henrico County.

Nelson, Henry L.; And Others[1]

Publ. Date: Dec 75. Note: 94p.; Submitted in partial fulfillment of the requirements for Doctor of Education, Nova University
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors: Checklists, Elementary Education, Elementary School Teachers, Evaluation, *Inservice Teacher Education, *Orientation, *Orientation Materials, Performance, Principals, *Program Development, Questionnaires, *Substitute Teachers, Surveys

A survey of the district's elementary principals and teachers and of the substitutes working at two elementary schools indicated that substitute teachers should be evaluated, that an inservice program for substitutes was needed to help provide information and direction that could improve their overall effectiveness, and that there was strong support for the development of a handbook that would outline basic procedures that substitutes could rely on and follow wherever they worked in the county. In response to what was learned from the surveys, the authors designed and conducted an informational workshop for substitutes in the elementary schools in Eastern

[1]Dolores Ross; Ernest Sanders

Henrico County (Virginia), devised and developed a handbook for substitutes, and ascertained whether the information workshop, procedural suggestions, handbook, and evaluation guidelines helped improve the performance of the substitutes. Appendixes contain the survey instruments, evaluation checklists, and the handbook developed. (Author/IRT)

ED 119 387 EA 008 045

The Development of a Training Program to Improve the Supervisory Competence of Newington Public School Administrators, and Appendix A: Manual of Activities Used for the Improvement of Supervisory Skills.

Ward, William P.

Publ. Date: Mar 76. Note: 188p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

EDRS Price MF-$0.83 HC-$10.03 Plus Postage

Descriptors: Administrative Personnel, Elementary Secondary Education, Evaluation, Humanistic Education, *Inservice Education, Models, Needs Assessment, *Program Descriptions, *Program Development, Program Evaluation, *Supervision, Supervisors, *Supervisory Training, Workshops

Identifiers: *Connecticut (Newington)

The purpose of the practicum was to improve specific supervisory skills of the administrators in the Newington (Connecticut) public schools. The practicum was also intended to increase the amount of time spent by administrators in various categories of supervisory activities. Treatment included administrative focusing efforts, a planned and sequenced series of inservice activities, and regular reinforcement by the chief district administrator. Evaluation indicates improvement in supervisory skills, greater amount of time spent on supervisory activities, and greater acceptance of supervision by professional staff. The school district now provides a cadre of skilled administrators who can teach supervisory skills locally or regionally. An appendix contains the activities used in the training program. (Author/IRT)

ED 119 288 EA 007 905

Public Relations Power.

Archetti, Carmen Fernandez

Publ. Date: 30 May 75. Note: 233p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors: Community Surveys, Elementary Education, *Guidelines, Parent Attitudes, *Program Descriptions, *Program Development, *Public Relations, *School Community Relationship, School Support, Teacher Attitudes

This practicum report describes an attempt to develop and implement a systematic public relations program for an elementary school center, with the aim of improving public confidence in the school. The author developed a model process for instituting and sustaining a general public relations operation and then field tested the model at South Grade Elementary School in Palm Beach County, Florida. Districtwide surveys of parent and teacher attitudes were conducted before and after the field test. Comparison of pretest and posttest survey data indicated a substantial gain in favorable parent and teacher responses over the period of the practicum. Besides describing the field test and presenting data from the parent and teacher surveys, the report also includes a descriptive self-study prepared by the faculty of South Grade Elementary School and a guide designed to aid school personnel in developing a public relations program for their school. (JG)

ED 119 123 CS 002 428

Adapting and Implementing a Pilot Television - Reading - Language Arts Program.

Dinofsky, Lillian R.

Publ. Date: May 75. Note: 141p.; Maxi II Practicum, Nova University; Appendix A, Comparison Grade Level Percentage Scores Grade 2-6, may have poor reproductibility

EDRS Price MF-$0.83 HC-$7.35 Plus Postage

Descriptors: *Commercial Television, Composition Skills (Literary), Decoding (Reading), Doctoral Theses, Elementary Education, Language Arts, Reading Comprehension, *Reading Instruction, *Reading Programs, Word Recognition

The purpose of this practicum was to develop a supplemental reading program to meet the reading needs of upper-grade pupils in the elementary school. This program utilizes commercial television programs as the medium for: viewing of the taped program; reading of the program script; instruction in word knowledge, decoding, and comprehension skills of reading; discussion and dramatization of the oral language skills; and creative and expository written language skills. The program originated in the Philadelphia School District, and has been revised and adapted to a Brooklyn public school in order to serve the particular needs of the school and to serve as a pilot for the district's and New York City's schools. (Author/JM)

ED 118 664 UD 015 642

Project REACH: Reaffirming Each Students' Right to Pursue Academic Challenge and Higher Educational Goals.

Gray, La Ruth Haskney

Publ. Date: Jun 75. Note: 265p.; Practicum submitted in partial fulfillment of requirements for Ed.D. Degree, Nova University

EDRS Price MF-$0.83 HC-$14.05 Plus Postage

Descriptors: Academic Achievement, *Academic Aspiration, Adolescents, Disadvantaged Youth, Educational Interest, Educational Opportunities, *Ethnic Groups, Family Characteristics, Higher Education, Italian Americans, Junior High Schools, *Junior High School Students, *Learning Motivation, Minority Groups, Motivation Techniques, Negro Youth, *Parent Participation, Parent Student Relationship, Social Reinforcement, Student Motivation, Youth Opportunities, Youth Programs

Identifiers: *New York (New Rochelle)

Two influences that are held to produce a lack of academic motivation in mixed minority group children are identified, (1) Minority students frequently come from families that, for a variety of reasons, do not encourage academic excellence; (2) the New Rochelle school program does not compensate for this lack by offering replacement encouragement to uplift the students' self-concept and offset the debilitating effects of a motivation-less out-of-school environment. This practicum is stated to have been designed to modify these influences. It addresses itself to the development and implementation of a three-year family involvement program that would enable parents and students to make future choices based on more adequate information and decision-making skills and provide a framework in which parents would learn improved strategies for increased interaction between the child and parents related to educational choice, thereby promoting and broadening the aspirational level of black and Italian junior high school students toward future career choices. One of the significant outcomes of this project is stated to be that it was possible to enable students to achieve self-discovery while giving them a start towards self-direction. This practicum is now a full program at a junior high school. (Author/AM)

ED 118 425 SE 020 271

An Effort to Produce a Recommended List of Elementary Metric Materials.

Maney, Catherine M.

Publ. Date: 1 Sep 75. Note: 131p.; Maxi II Practicum Report submitted in partial fulfillment of the requirement for the degree of Doctor of Education, Nova University; Occasional marginal legibility

EDRS Price MF-$0.83 HC-$7.35 Plus Postage

Descriptors: Audiovisual Aids, Cost Effectiveness, Elementary Education, *Elementary School Mathematics, Evaluation, *Instructional Materials, Mathematics Education, Mathematics Materials, Measurement, *Metric System, Program Descriptions, Research, *Resource Materials, *Textbook Evaluation

The purpose of this study was to produce a list of materials for metric instruction in the elementary school. The Charles H. Taylor School in Boston was used as a laboratory for the collection, study, and evaluation of published metric materials. Problems inherent in the introduction of the metric system in four dissimilar elementary schools were studied. The main concerns focused on staff training and conversions, pupil incentives, and community parental support and involvement. A primary administrative concern is that of finding money to purchase texts and materials for metrication. This paper describes the preliminary steps involving suppliers, staff, community, and school personnel, as well as procedures involving faculty and students for evaluating materials and programs. The paper includes a recommended list of the metric materials and aids judged to be most worthwhile for use in the elementary school. It was also recommended that a faculty review and use the materials before ordering them; that materials be learner-tested; that resource rooms to established and materials be shared to reduce costs; and that descriptive cost-analysis lists be distributed to assist in the purchase of cost-effective metric materials. (JBW)

ED 117 906 EC 081 295

The Development and Implementation of Elementary School Gifted Program Guidelines.

Thompson, Charles P.

Publ. Date: May 75. Note: 345p.; Paper submitted in partial fulfillment of requirements for Ed.D. Degree, Nova University.

EDRS Price MF-$0.83 HC-$18.07 Plus Postage

Descriptors: Administration, Behavior Rating Scales, *Curriculum Development, Educational Objectives, Elementary Education, Exceptional Child Education, *Gifted, Guidelines, Identification, *Program Descriptions, *Program Evaluation, School Districts, *Student Characteristics

Identifiers: *California (Sacramento)

Described in the development, implementation, and evaluation of guidelines for a program serving gifted children in two Sacramento, California elementary schools. Considered are the following major topics: rationale for mentally gifted minor programs, mentally gifted minor characteristics, identification of mentally gifted minors, program development, writing the local school program, program personnel responsibilities, and a management time frame for program development and implementation. The major portion of the document consists of appendixes including minutes of the gifted program advisory committee, a list of learner objectives, the written plan for one school program, a student evaluation of the program, a questionnaire for teachers, letters, and the final draft of the Sacramento City Mentally Gifted Program which includes the Teacher Indicator of Potential (TIP) rating scale. (DB)

ED 117 905 EC 081 294

Developing Imagination and Creativity in Children.

Finkel, Ira

Publ. Date: Apr 75. Note: 285p.; Photographs may reproduce poorly; Paper submitted in partial fulfillment of requirements for Ed.D. Degree, Nova University

EDRS Price MF-$0.83 HC-$15.39 Plus Postage

Descriptors: *Creative Development, *Creative Expression, Creative Thinking, Creativity, Elementary Education, *General Education, *Imagination, *Inservice Teacher Education, Program Development, Program Effectiveness, Research Projects, Self Expression, Teachers, Teaching Methods, Workshops

Described are the development, implementation, and evaluation of six 3-hour inservice training sessions designed to help five participating teachers improve imagination and creativity in fourth, fifth, and sixth grade students. Content areas for each session are outlined; activities including brainstorming and role playing are reviewed; and techniques for stimulating creative expression in writing, drama, play, art, and listening are detailed. Pre- and posttest scores on the Torrance Tests of Creative Thinking are presented along with observations drawn from classroom visits and teachers' anecdotal records. It is reported that the teachers exhibited an increased awareness of the need for encouraging creative behavior and the students demonstrated increased involvement in the creative aspects of learning. Included in the seven appendixes are the Torrance Tests of Creative Thinking, and a sample teacher log with photographs of children's creative activities. (CL)

ED 117 785 EA 007 784

A Procedure for Developing an Articulated Educational Program for a Middle School or Junior High School.

Knowles, Matthew C.

Publ. Date: 75. Note: 100p.; Submitted in partial fulfillment of the requirements for Doctor of Education, Nova University

EDRS Price MF-$0.83 HC-$4.67 Plus Postage

Descriptors: *Articulation (Program), *Change Strategies, Educational Improvement, Elementary Secondary Education, Experimental Programs, *Middle Schools, *Program Descriptions, *Program Development, Tables (Data)

Identifiers: Pennsylvania (Philadelphia)

The purpose of this practicum was to develop and implement an articulated educational program for an urban middle school. In his discussion, the author identifies a number of programs that contribute to poor articulation and suggests activities that can overcome these problems. Heart of the practicum was an effort to improve articulation between one middle school and the four elementary schools and four secondary schools attended by most of its entering and graduating students. All the schools were located in Administrative District 1 of the Philadelphia School District. Data measuring the effects of the articulation project were generated through the use of surveys, student questionnaires, and official school records. The data presented suggest that a program similar to the one described in this report can effectively reduce articulation problems in an urban middle school. (JG)

ED 117 690 CS 002 404

Implementing the Texas Right-To-Read Program Procedures in the East Central Independent School District Phases II, III, and IV.

Duckworth, Leonard F.

Publ. Date: 75. Note: 169p.; Max II Practicum for D.Ed., Nova University

EDRS Price MF-$0.83 HC-$8.69 Plus Postage

Descriptors: Elementary Education, *Models, *Practicums, Program Budgeting, *Program Content, *Program Descriptions, Program Evaluation, *Reading Programs
Identifiers: *Right to Read

The purpose of this practicum was to improve the reading program at a San Antonio elementary school in grades one through three and to provide a model for expansion to grades four and five and to other elementary schools in the area. The Texas Right to Read format was used as a guide to implementing the program. This document introduces the program, discusses the background of the program, states the problem, and discusses the practicum design and execution. Also included is an evaluation, a calendar of practicum activities, a summary and conclusion, a follow-up report, and an analysis of data in the appendix. The six appendixes include such topics as Right to Read Program Planning Procedure, Right to Read Definition of Terms, Sequence of Skills and Performance Objectives, Performance Objective for each Component of the Reading Project, Tutorial Home Work Centers Program, Individual Reading Records, Standardized Tests Enclosures, Budget Report, and School Information. (TS)

ED 117 143 TM 004 996

The Development and Implementation of a Planned Program of Classroom Observation at the Elementary School Level. Maxi II Practicum Report.

Williams, Samuel L.

Publ. Date: 25 Apr 75. Note: 113p.; Ed.D. Dissertation, Nova University
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors: Administrator Role, *Classroom Observation Techniques, Educational Objectives, Elementary Education, Evaluation, *Models, Principals, *Program Development, Program Evaluation, Questionnaires, School Responsibility, Teacher Administrator Relationship, Teacher Evaluation, *Teacher Rating, Teaching Methods
Identifiers: Principals Responsibility Rank Order Form, Scrivens Product Evaluation Profile, Status Questionnaire

This report describes the development, implementation, and evaluation of a model for classroom observation designed to improve instructional supervisory skills and enhance teaching and learning. The project was carried out in 10 (Broward County, Florida) elementary schools with the principals and six teachers from each school involved. The aims of the project were to provide a model for observation and get principals to use it. The model was used by 10 principals and 40 teachers for four months. A Status Questionnaire and Principals' Responsibility Rank Order Form, each developed by the author, produced no significant differences in attitudes, understanding, philosophies or reactions to classroom stimuli during observation. Scriven's Product Evaluation Profile provided the assessment upon which conclusions were drawn about the model and overall project. Those people who reveiwed and used the model support its implementation in other schools. (Author)

ED 117 048 SP 009 742

Improvement, Supervision, and Dissemination of a Model Cross-Age Tutoring Program.

Breedlove, Donnie L.

Publ. Date: 10 Oct 75. Note: 90p.; Practicum submitted in partial fulfillment of the requirements for the degree Doctor of Education (Nova University)
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors: Academic Achievement, *Cross Age Teaching, *Elementary Education, Elementary School Students, Grade 2, Grade 5, Grade 6, Peer Relationship, *Peer Teaching, *Reading, Remedial Instruction, Sight Vocabulary, Student Projects, *Tutoring

This practicum was developed (1) to improve, supervise, and disseminate a model cross-age tutoring program, and (2) to determine if a tutorial program would increase the sight vocabulary of 100 second grade students in the Dallas Independent School District. A secondary purpose was to determine if such a program would improve the reading grades, peer relations, and general academic performance of the 100 fifth and sixth grade tutors. Evaluation was accomplished by pretests and posttests administered to the second, fifth, and sixth grade students to measure peer relations, academic performance, and achievement in sight vocabulary in four experimental schools and four control schools. Other evaluation instruments were used to obtain reactions of parents, teachers, and principals to the program. As a result of the program, dramatic increases were observed in acquisition of sight vocabulary skills of the tutored students. Less dramatic improvements were observed in academic achievement, peer relations, and reading grades of both tutors and tutees. The principals, teachers, and parents displayed positive reactions to the program. (Author)

ED 117 047 SP 009 740

The Development of a Competency-Based Teacher Education Program in Gribbin School, New York to Insure the Certification of Prospective Teachers from C. W. Post College, Greenvale, New York.

Bear, Mary

Publ. Date: 15 May 75. Note: 256p.; Practicum submitted in partial fulfillment of the requirements for the degree Doctor of Education
EDRS Price MF-$0.76 HC-$13.32 Plus Postage
Descriptors: Higher Education, *Performance Based Teacher Education, *Program Development, State Colleges, *Student Teachers, *Teacher Certification, Teacher Education, Teacher Education Curriculum
Identifiers: C W Post College, Gribbin School

This report describes a practicum that was designed to meet the needs of student teachers at C. W. Post College in regard to meeting the Competency Based Teacher Education (CBTE) requirement for New York state teacher certification. The report states that, in order to develop the program, C. W. Post College and Gribbin School in Glen Cove, New York worked together for one and one-half years. The report is organized into chapters which describe the background and setting, and review related literature and research reports. There is also a chapter on program development which discusses the policy board, governance, goals, and objectives of the program and program content. Another chapter discusses the problems and progress of the program. The summary and conclusions of the report and the documentation of the acceptance of the program by the New York State Department of Education are the final chapters. Endnotes and a bibliography conclude this report. Thirteen appendixes are attached which cover the following topics: the policy board, inservice days, plans for certification, competency ratings, staff interviews, questionnaires, evaluation, correspondence, CBTE office organization, and plans for implementation for future management and modification of the program. (RC)

ED 116 911 SE 019 543

Development and Implementation of Computerized Monitoring System in Mathematics Grades 4, 5, 6.

Fournier, Raymond H.

Publ. Date: Apr 75. Note: 144p.; Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University; occasional marginal legibility in examples used
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors: *Computer Oriented Programs, Computers, Curriculum, Elementary Education, *Elementary School Mathematics, Instruction, Mathematics Education, *Objectives, *Scheduling, *Testing

A computerized monitoring system was developed for grades 4-6. Objectives and corresponding test items were stored on computer. Instructors selected objectives for each monitoring period. Students were tested frequently using interchangeable forms of tests covering these objectives. Tests were computer scored and interpreted by teachers. These interpretations led to curriculum decisions as well as student feedback. After the system was implemented, student performance on both norm-referenced and criterion-referenced tests improved. (SD)

ED 116 818 **PS 008 333**

A Gross Motor Skills Development Program for Children in Kindergarten-Primary.

Sall, Nona G.

Publ. Date: 1 Mar 75. Note: 332p.; Practicum report, submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University
EDRS Price MF-$0.76 HC-$17.13 Plus Postage
Descriptors: *Early Childhood Education, Equipment Utilization, Inservice Teacher Education, Motor Development, Parent Participation, *Physical Education, Program Development, *Program Evaluation, *Psychomotor Skills, *Skill Development, Teacher Developed Materials

This report describes the activities of a practicum which developed, implemented, and evaluated a transportable gross motor skills development program for kindergarten and primary children. The practicum involved three major components: (1) program materials, (2) inservice workshops, and (3) parent training. The program was implemented for three 30-minute periods weekly for 16 weeks in eighth K-third grade classes. The evaluation consisted of pretesting all the children on gross motor skills during the first week of school and posttesting them with the same skills inventory after 16 weeks in the program. The results indicated that the children as a group were able to achieve a higher level of skill in the areas tested after participating in the program for 16 weeks. Recommendations for extending the program were offered. (JMB)

ED 116 682 **IR 002 927**

Teacher Self-Assessment via Videotaped Minilessons in the Marin County Regional Occupational Program.

Faiola, Theodora

Publ. Date: Oct 75. Note: 162p.; Ed.D. Dissertation, Nova University, San Francisco Cluster, Group II
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors: Individual Development, Microteaching, Occupational Guidance, Occupational Information, *Self Evaluation, Teacher Education, Teacher Improvement, Teaching Methods, Training Techniques, *Videotape Recordings, *Vocational Education, Vocational Education Teachers
Identifiers: California, *Marin County Regional Occupational Program

The Marin County (California) Regional Occupational Program (Marin ROP) was charged with increasing the vocational education opportunities for youth and adults so that they may acquire occupational skills. While the Marin ROP was jointly sponsored by three secondary school districts and a two-campus community college, the ROP was administered by the Marin County Superintendent of Schools. As a component of the Marin ROP, a practicum was designed to teach eighteen vocational teachers how to use video equipment in order to: (1) increase the diversity of teaching styles, (2) sharpen self-assessment skills, and (3) use the equipment as a teaching tool. Sixteen teachers produced videotaped lessons and fifteen teachers chose to incorporate the videotaped lessons in their annual teaching evaluations. The author concluded that while videotaped lessons are a valid tool for increasing teachers' self-assessment awareness and capabilities, self-assessment as a stated objective for producing videotaped lessons created high degrees of teacher apprehension. Therefore, it was speculated that if teachers simply learned how to operate the equipment as a teaching tool and produced lessons for classroom use, self-assessment would automatically occur because teachers would see themselves teaching and begin to change. (Author/HB)

ED 116 311 **EA 007 793**

Developing a Model for Reorganizing Traditional School Plants for Individualized Instruction.

Casey, Edwin R.; And Others[2]

Publ. Date: 16 Jun 75. Note: 476p.; Photos may reproduce poorly; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University
EDRS Price MF-$0.76 HC-$24.75 Plus Postage
Descriptors: Cost Effectiveness, Facility Case Studies, Facility Guidelines, Facility Requirements, Facility Utilization Research, Flexible Facilities, *Individualized Instruction, *Models, *Practicums, *School Improvement, School Planning, *Traditional Schools
Identifiers: Georgia (Atlanta)

The purpose of this practicum was to develop and field-test a model for reorganizing traditional school plants to accommodate and support individualized instruction. The model was implemented in five areas of eight traditional buildings in the metropolitan Atlanta area. Results demonstrated that reorganization could be accomplished at considerable savings over new construction. The practicum results suggest that the model may be useful to administrators for evaluation of similar school situations. (Author)

ED 116 303 **EA 007 785**

A Model for Alternative Evening High Schools.

Brown, Jack E.; And Others[3]

Pub. Date: 75. Note: 76p.; Submitted in partial fulfillment of the requirements for Doctor of Education degree, Nova University
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors: *Alternative Schools, Curriculum Development, *Dropout Programs, Dropouts, Educational Alternatives, *Evening Programs, *Evening Students, Models, *Night Schools, Secondary Education, Student Enrollment

The purpose of the practicum described here was the development of a model for an alternative night high school. The plan called for a curriculum aimed at student interest and graduation requirements, a profile procedure for identifying potential candidates, and the operation of a prototype evening program during the summer of 1975 to test the feasibility, practicality, and desirability of a program of this nature. Plan development is documented and the prototype action, survey, research, and implementation are fully described. The evening program was implemented for the summer of 1975, found to be successful, and installed for the 1975-76 school year. (Author/IRT)

ED 116 301 **EA 007 782**

Implementation of a Pilot Demonstration Project to Combine School Bus and Public Transit Services. Volumes 1 and 2.

Spain, Robert E.

Publ. Date: Dec 75. Note: 370p.; Submitted in partial fulfillment of the requirements for Doctor of Education, Nova University
EDRS Price MF-$0.76 HC-$18.40 Plus Postage

[2]Joseph Hardy; Sidney Horne; John Mobley; John Nichols; Billy Smith; James Turpin; Mildred Walton

[3]Esther Caldwell; Richard Caldwell

Descriptors: *Bus Transportation, Cooperative Planning, Educational Finance, Elementary Secondary Education, *Interagency Coordination, Maps, *Pilot Projects, Practicums, *Program Descriptions, *Student Transportation, Tables (Data)

Identifiers: *California (Marin County)

The purpose of this practicum was to develop and implement a pilot project combining school and public transit services in Marin County, California. To accomplish this aim, it was necessary to gain approval from several public agencies, obtain funds to finance part of the study, gather and analyze data on school transportation and public transit services, develop alternatives for consolidating and combining transportation services, select one alternative for development into a pilot project, and gain approval from various public agencies to begin implementation of the pilot project. Volume 1 of the report describes in detail how each of these steps was accomplished and discusses each of the nine alternatives considered for pilot implementation. Volume 2 consists of appendixes that present maps and other data on transportation in the demonstration area and provide information on the various studies and surveys that contributed to development of the pilot project. (Author/JG)

ED 115 587 SP 009 641

The Herbert Marcus Elementary School Model for Classroom Management Provided by Alternatives in Discipline.

Grantham, Marvin L.

Publ. Date: 9 Aug 75. Note: 233p.; Paper submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)

EDRS Price MF-$0.76 HC-$12.05 Plus Postage

Descriptors: Academic Achievement, Class Management, Classroom Observation Techniques, Communication Skills, *Discipline, *Discipline Problems, *Elementary Education, *Inservice Teacher Education, *Racial Discrimination, Student Teacher Relationship

This study was designed to see whether a model program utilizing alternative disciplinary actions as a means to improve the discipline problems at Herbert Marcus Elementary School would be successful in (1) reducing the number of student misbehaviors, (2) providing more appropriate learning situations for the needs of individual students, and (3) reducing the apparently racially-biased disproportion of disciplinary actions against minority students. Staff development sessions were held for over a year with the assistance of the principal and visiting professionals who taught teachers methods of identifying student problems and averting potential discipline problems. Faculty answered questionnaires before and after the program, rating themselves on a variety of skills indicative of classroom control. The Fink Interaction Analysis System was used to chart teacher behavior in the classroom in terms of number of positive and negative behaviors related to interacting with students. Analysis of the data indicated that the program was effective in improving teacher competencies, while at the same time student academic achievement improved as disciplinary behavior decreased. (Appendixes are attached which include the teacher questionnaires, Fink Observation Sheet samples, and statements concerning the philosophy and guidelines of the school. Two bibliographies are also included.) (CD)

ED 115 586 SP 009 640

To Coordinate Existing Resources to Meet the Needs of Students at the Primary Level.

Miller, Irving

Publ. Date: 13 Aug 75. Note: 357p.; Practicum submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University); Pages 313 and 326-330 are of marginal reproducibility

EDRS Price MF-$0.76 HC-$18.40 Plus Postage

Descriptors: Case Studies (Education), Cooperative Planning, Grade 3, Mathematics, Organizational Development, *Primary Education, Reading, *Team Teaching, *Team Training, Teamwork, *Underachievers

This practicum was designed to develop an intervention prescriptive team model which would utilize the resources of the primary level to improve student achievement. Specifically, the intervention prescriptive team model sought to improve the achievement of third grade underachievers and serious underachievers in reading and mathematics. The intervention program was developed at the primary grade level (1-3) through a restructuring of the use of pupil personnel, reading specialists, the building principal, and the classroom teacher in a diagnostic-prescriptive team model. The demonstrated achievement over expectancy of both underachievers and serious underachievers in reading suggests that the intervention program with its tasks orientation, problem-solving approach, and system of monitoring should be expanded to the intermediate grades (4-6) and be given serious study as a model for instruction strategies for all students and not just for underachievers. (This report contains descriptions of the practicum procedure, several case studies, and evaluation of the practicum, and recommendations.) (Author/BD)

ED 115 513 SE 019 987

An Educational Program to Combat Venereal Disease.

Dotterweich, Andrew H., Jr.

Publ. Date: Jan 74. Note: 60p.; Mini Practicum submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: Doctoral Theses, Educational Research, *Health Education, Instructional Programs, *Program Development, *Program Evaluation, Secondary Education, *Secondary School Science, Sex Education, *Venereal Diseases

Identifiers: Research Reports

The purpose of this practicum was to develop, implement, and evaluate an educational program to combat venereal disease. The objectives of the program were: (1) to increase public awareness of the problem of venereal disease, (2) to alert parents and students to the dangers of venereal disease, (3) to enable students to make rational judgments about their own conduct in terms of their knowledge of venereal disease, and (4) to provide assistance for those who had contracted venereal disease and who needed medical attention. The educational aspect of the program included community meetings for parents, a publicity campaign by newspaper and radio, free literature, and instruction in the public high school. Biology teachers, social studies teachers, and the school nurse participated in the instructional activities. A total of 468 students and 110 parents completed evaluation forms. In addition, the evaluations of teachers and the program chairman are included in this report. (Author/CP)

ED 115 065 EC 080 619

An Approach to Meeting the Educational Needs of Secondary Special Education Students. Final Practicum Report.

Broughton, Charles H.; And Others[1]

Publ. Date: Jul 75. Note: 259p.; Ed.D. Practicum, Nova University

EDRS Price MF-$0.76 HC-$13.32 Plus Postage

Descriptors: Exceptional Child Education, Guidelines, *Handicapped Children, *Learning Laboratories, Liter-

[1]Leonard Duckworth; Galen Elolf; Preston Stephens; Larry Zaruba

ture Reviews, Models, *Program Descriptions, Program Evaluation, *Secondary Education

The design and evaluation of a secondary special education program is described. The program is noted to incorporate four phases. Phase I—evaluating the learning laboratory (LL) concept; Phase II—field testing the exportability of the LL concept; Phase III—providing a document explaining how to organize, staff, and operate a LL; and Phase IV—implementing the LL concept in various districts. Among topics covered in a section on practicum design are a LL description, LL research, LL cost analysis, and a summary of cognitive data gathering methods. Four brief chapters present information on an approach to meeting the educational needs of secondary special education students, evaluation of the program, the efforts of program participants, and a summary and conclusion. The organizational structure of the high school lab is outlined for four school settings. Appendixed materials comprise the bulk of the text and include the LL concept manual for administrators, detailed information on data collection and analysis, the organizational structure of the LL model, a description of a transported model, literature research, the practicum proposal, the Practicum interim report, and the annual Texas superintendents report. (SB)

ED 115 055 EC 080 590

Developing an Operational Mental Health Center with Service Provisions for the Public School System. Maxi II Practicum.

Tatoul, Warren P.

Publ. Date: Jun 75. Note: 62p.; Ed.D. Practicum, Nova University

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: *Elementary Secondary Education, *Emotionally Disturbed, Exceptional Child Education, *Interagency Cooperation, *Mental Health, Practicums, Program Design, Program Evaluation, School Community Relationship, *Socially Deviant Behavior

The purpose of the practicum was to develop an effective relationship between a community mental health center and the public schools. To highlight the potential effectiveness of such a relationship, the practicum involved specific provisions for services to classes of socially maladjusted and/or emotionally disturbed children. The results of the practicum demonstrated the value of involving mental health professionals as an integral part of the public school system and clearly indicated that both staff inservice programs and direct involvement programs with children could be significantly beneficial and should be continued and expanded. (Author)

ED 114 924 EA 007 646

A Teacher Evaluation-Supervision Model for a Small School District.

Hall, Philip; and Others[5]

Publ. Date: 30 May 74. Note: 193p.; Submitted in partial fulfillment of the requirements for the Ed.D. degree for Educational Leaders, Nova University

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors: *Administrator Evaluation, Elementary Secondary Education, *Evaluation Methods, Graphs, Instructional Improvement, Management by Objectives, *Management Systems, *Models, Questionnaires, School Supervision, Teacher Attitudes, *Teacher Evaluation

Identifiers: *Clinical Supervision

This practicum report describes an effort to develop an effective teacher and administrator evaluation system for a small suburban school system in Connecticut. Besides meeting the requirements of a mandate from the state legislature, the system was also intended to enable the local school board to implement an incentive pay plan. A narrative evaluation form for teachers was developed, while a management by objectives system was simultaneously devised for the evaluation of administrators. It was also decided to use the clinical supervision process to improve instructional practices separately from the evaluation system. Two clinical supervision practitioners conducted numerous activities for the orientation, training, and monitoring of a randomly selected group of 30 teachers. These teachers were administered preintervention and postintervention questionnaires to indicate any changes in their attitudes toward supervision. (Author/JG)

ED 114 748 CG 010 208

Behavior Modification: A Model for Implementation of Theory in a Problem Situation.

Stevens, Richard E.

Publ. Date: May 75. Note: 35p.; Paper submitted in partial fulfillment of the requirements for the Ed.D. degree, Nova University

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: Achievement, Behavioral Objectives, *Behavior Change, *Continuation High Schools, Emotionally Disturbed Models, *Reinforcement, Secondary Education, *Student Behavior, *Study Skills

The purpose of this practicum was to develop, implement, and evaluate a system of behavior modification on a school-wide basis. The system developed was that of a token economy. Baseline data was gathered during the first three school months on behaviors identified as "avoidance." The system was implemented during the fourth school month and comparative data generated during the fourth and fifth school months. Target behaviors identified were increased punctuality, increased productive hours, and increased credit production. The system generated significant increases in credit production and productive hours but was not as successful in the area of punctuality. (Author)

ED 114 724 CG 008 697

Improving Self-Concept: A Possible Aid to Increased Achievement and More Desirable Behavior.

Van Boven, John

Publ. Date: Apr 73. Note: 21p.; Practicum report submitted in partial fulfillment of requirements for the Ed.D. degree, Nova University

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: *Achievement, Elementary Education, *Elementary School Students, *Low Achievers, Reading Achievement, *Self Concept, Self Concept Tests, Student Adjustment, *Student Behavior

A program of instruction was designed to promote positive self-concept in elementary school students in order to test the hypothesis that such self-concept is necessary for academic achievement and desirable behavior. Twenty students who were performing at a year below grade level in reading and math were selected for the study. These students received individual tutoring twice a week for 14 weeks from parent volunteers. Self-concept, achievement, and the behavior of the students were measured before and after the tutoring program. The measurement instruments used were Rotter's Test of Self-Concept, the Wide Range Achievement Test for Reading and Math, and questionnaires administered to teachers. While the results showed increases in achievement and desirable behavior, weaknesses in the design prevent the determination of a clear relationship between these results and positive self-concept. It is suggested that the study be replicated using a control group and other design modifications. (Author)

ED 113 814 EA 007 605

Altering the Apathetic Parent-Community Attitudes Toward an Inner-City Secondary Community School.

Harper, Thomas

[5]Douglas Militzok; William Mullin; Peter Roach

Publ. Date: Aug 75. Note: 137p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University; Portions of the Appendix may reproduce poorly

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors: Academic Failure, Attendance, Change Strategies, *Experimental Programs, Junior High Schools, Parent School Relationship, Program Design, *School Community Relationship, *School Improvement, School Vandalism, *Student Attitudes, *Student Behavior

This report describes a practicum project that attempted to reduce apathy among students and parents of students at an inner-city junior high school. All seventh-grade students at the study school and some of their parents were selected as the target group. A support team composed of noninstructional school personnel and community representatives was formed to plan and coordinate anti-apathy efforts at the school. The support team was particularly concerned with reducing such manifestations of apathy as absenteeism, tardiness, class cutting, vandalism, and failing grades, as well as with increasing student participation in extracurricular activities and parent interest and involvement in school affairs. Data on the various indicators of apathy among seventh-grade students were gathered before and after the practicum project. Comparison of prepracticum and postpracticum data indicated improvement on all of the student-related objectives, but no improvement in parent involvement. (Author/JG)

ED 113 813 **EA 007 604**

Management by Objectives for the Newington Public Schools.

Orsomarso, D. Frank

Publ. Date: Jul 75. Note: 114p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University. Appendices A-S of the original document were removed due to marginal legibility and are not available. They are not included in the pagination

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors: Change Strategies, Educational Accountability, *Educational Administration, Educational Objectives, Educational Planning, Elementary Secondary Education, *Experimental Programs, *Management by Objectives, *Management Systems, *Models, Program Design

Identifiers: Connecticut (Newington)

This report describes a practicum project that attempted to develop a management by objectives (MBO) model appropriate for use in the Newington (Connecticut) public school system and to train selected Newington administrators in the use of this management system. The Newington MBO model was designed to cope with a number of existing problems in the district; since most of these problems involved the high school, initial use of the MBO system was limited mainly to high school administrators. Newington administrators who used the MBO model during the 1974-75 school year stated that the model was of great value to them. A number of administrators from other school districts who reviewed the Newington MBO model felt that it would be of value in their districts as well. (JG)

ED 113 811 **EA 007 602**

Development and Supervision of a Building Teacher Aide Training Program.

Brown, Robert, Jr.; And Others[6]

Publ. Date: 30 Jul 75. Note: 99p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors: *Educational Programs, Elementary Secondary Education, *Experiments, Programs, Paraprofessional School Personnel, Personnel Evaluation, *Program Design, Program Evaluation, *Teacher Aides, *Training

Identifiers: *Texas (Dallas)

This report describes a practicum project that was intended to develop, implement, and supervise a building teacher aide training program and to determine its impact on the performance of forty building teacher aides in the Dallas Independent School District. The design of the training program was to improve the performance of teacher aides in management services, multimedia services, clerical services, library activities, classroom procedures, office routines, and communication with students, while also improving teacher/aide relationships and giving aides a better understanding of their roles and responsibilities. Pretests and posttests administered to teacher aides in seven experimental and seven control schools showed that aides who participated in the training program showed significant improvement in all areas compared with the control groups. Detailed test results are presented, and copies of the tests and of the ten behavior checklists completed periodically by principals of the experimental schools are also included. (Author/JG)

ED 113 703 **CS 002 213**

The Development and Implementation of a Tutorial Program for Parents to Improve the Reading and Mathematics Achievement of Their Children.

McKinney, John A.

Publ. Date: Jun 75. Note: 133p.; Maxi II Practicum, Submitted in partial fulfillment of requirements for D.Ed., Nova University

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors: Academic Achievement, Educational Research, Elementary Education, *Mathematics Instruction, *Parent Education, *Parent Participation, Parent Student Relationship, Program Development, *Reading Instruction, *Tutorial Programs

The purpose of the Practicum described in this paper was to teach parents tutoring skills so that they could help raise their children's academic achievement in reading and mathematics. The pupils and parents in the project represented a tri-ethnic population of blacks, whites, and Spanish surnamed. The practicum consisted of training 50 parents in reading and mathematics, two hours a week for 15 weeks, to tutor their children at home. The children of these parents were the experimental group. A group of 50 pupils whose parents were not trained in the tutoring sessions were used as the control group. Relevant data gathered during the study tends to support the two major hypotheses that, given the training program for parents, the students in the experimental group would show a significant increase in achievement over the students in the control group and the parents in the experimental group would evidence a more positive attitude toward the school. Both hypotheses were accepted with significance at the .001 level. (Author/RB)

ED 113 548 **CE 005 088**

Establishing an Education Program at the Marin County Jail.

Horan, Carolyn; And Others[7]

Publ. Date: Jan 75. Note: 192p.; Practicum submitted in partial fulfillment of the degree of Doctor of Education, Nova University

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors: *Adult Education Programs, *Correctional Education, *Corrective Institutions, Educational Facilities, Educational Legislation, High School Equivalency

[6]Donnie Breedlove; Leon Hayes; Herbie K. Johnson

[7]Byron Mazzy; Robert Spain

Programs, *Prisoners, Program Administration, Program Content, *Program Development, Program Evaluation, Program Planning, Student Characteristics, Vocational Education

Identifiers: California (Marin County), *Marin County Jail

A detailed account of the establishment of an educational program at Marin County Jail, along with background information, is provided in the document. A discussion of inmate educational programs throughout the country examines inmate needs, facilities, staffing, and funding. Marin County school system interaction with penal institutions, its law enforcement agencies, and county jail are examined, and information gathered on visits to prison educational and vocational programs in local proximity is discussed. Results of an educational survey of Marin County Jail inmates, program goals and philosophy, program establishment, and educational operations are examined. Reactions to the program were generally favorable. The proposal submitted to Marin County Board of Education to establish the jail program, an on-site evaluation report to the Marin County Superintendent of Schools, a report describing the program to the California State legislature, educational and vocational materials, and a bibliography of 27 titles are appended. It is stated that in the three month trial period of the program, 50 inmates had enrolled in the education program, with 17 working toward GED certificates and four having completed the GED requirements. The program has been approved for the 1974-75 year. (LH)

ED 113 400 **UD 015 488**

Facilitating the Adjustment to and Participation in the Life of the School and Community by Newly Arrived Puerto Rican Pupils and their Parents. Maxi I Report.

Dixon, Margaret A.; Duncan, Nellie R.

Publ. Date: 15 Sep 74. Note: 367p.; Ed.D. Dissertation, Nova University, Fort Lauderdale, Florida, 1974. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors: *Adjustment Problems, Biculturalism, Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Community Involvement, *Comprehensive Programs, Educational Policy, Emotional Adjustment, *Immigrants, Minority Group Children, Parent Participation, Parent School Relationship, Personal Adjustment, Puerto Rican Culture, Puerto Ricans, School Involvement, Social Adjustment, Student adjustment

Identifiers: *New York (Manhattan)

This document describes the planning and implementation of a comprehensive program to facilitate the adjustment of newly arrived Puerto Rican pupils and parents to the school and the surrounding East New York community. The program encompassed the following areas: improvement of school atmosphere, training of teachers and para-professionals, more effective use of instructional materials, greater emphasis on Puerto Rican history and culture, instruction in the Spanish language for staff members, and parent and community involvement. A process evaluation of all program components was made bi-monthly by the program participants. Objectives of this evaluation study are to determine the operational status and objectives, population served, staff utilization, specific activities and methodology, parent and community involvement, facilities and materials used, and effectiveness for each of the enumerated components. The program is said to be progessing with satisfactory results. In order that the needs of new arrivals will be met on a permanent and on-going basis, a bilingual educational program for the school is proposed. This proposal along with samples of materials employed in the training program, manuals for in-service courses, materials pertaining to parent activities, curriculum areas for teaching in a bilingual program for grades 1-3, and recipes for Puerto Rican food dishes are included in the appendices. (Author/AM)

ED 113 359 **SP 009 596**

The "Mentor" and Child-Agents of Reciprocal Change.

Smith, Leonard

Publ. Date: May 75. Note: 177p.; Practicum submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors: *Behavior Change, Grade 7, *Human Development, Junior High Schools, *Junior High School Students, *Secondary School Teachers, Student Attitudes, Surveys, *Teacher Behavior, Teacher Improvement

The purpose of this practicum was to make secondary school teachers more aware of their own behavior with children as individuals and to bring about change in a direction perceived by teachers, students, and the practicum designer to be positive rather than negative. One hundred twenty grade 7 students were selected to make up the Mentor Program group (experimental) and 120 grade 7 students were identified as the Comparative group (control). The Mentor Program children were involved with faculty Mentors during the school year. The Comparative group received no special kind of treatment. Throughout the school year the Mentors and children met as individual and group needs dictated. Each of the 240 students was administered the Student Attitudinal Instruments in the fall (pretest) and spring (posttest). The responses were then analyzed. The Mentors monitored their own behavior for negative acts. Questionnaires were also developed for the student and faculty groups, and the responses were analyzed. The investigations showed that the teacher group involved in the program improved their classroom behavior and that the child's perception of the teacher also improved. (RC)

ED 113 358 **SP 009 595**

The Utilization of a Care Training Program and Projected Guide to Prepare and to Train K-12 Teachers Towards a Humanistic Philosophy of Education.

Royson, Harry Adam

Publ. Date: 30 Mar 75. Note: 284p.; Practicum submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)

EDRS Price MF-$0.76 HC-$14.59 Plus Postage

Descriptors: Course Education, *Guides, Humanism, *Humanistic Education, *Human Relations, *Inservice Teacher Education, Teacher Behavior, Teacher Improvement

This is a guide written to detail a humanistic philosophy of education. It is the product of a 12-week training program for experienced K-12 teachers. The training program consisted of a basic movement program, regular lectures and discussions of human relations (relating, loving, learning), and practical workshops with simulated classrooms as an environment. The participants were selected from a population of volunteer teachers. Following the training program, participants returned to their classrooms in the beginning of the fall 1974 semester prepared to put into operation their training experiences. Several forms of evaluation were chosen to measure teacher performance, including regular observations, teacher check lists, and student evaluations. Review of evaluations provided data for a review of the guide. On completion of the project, it was proposed to have a teacher training course built around the guide to be adopted in at least one college and to pursue the possibility of further adoptions. This project was carried out satisfactorily. The humanistic philosophy of education, as detailed in the guide, and the training program produced productive and effective teaching experiences

for participant teachers and their pupils. A course in human relations for teachers -- designed around this guide -- was adopted at Monmouth College, Department of Education, West Long Branch, New Jersey. (Author/BD)

ED 113 356 **SP 009 593**

Guide for a Student Teacher Training Program.

Patterson, Billy J.

Publ. Date: 17 Oct 74. Note: 56p.; Paper submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: Cooperating Teachers, Elementary Education, Guides, *Practicums, Preservice Education, Student Teachers, *Student Teaching, Teacher Education

The purpose of this practicum was to provide a planned procedure for the student teacher training program at Schertz Elementary School during April and May of the 1973-74 school year. The preceding teacher training program contained an excessive number of weaknesses, primarily involving lack of direction for the student teacher and lack of self-evaluation procedures. It was hypothesized that a set of guidelines could improve the efficiency of this program. These guidelines were designed to give the desired direction without hindering the initiative and creativity of those involved. Evaluation of this practicum was based on three sources of information. First, cooperating teachers were asked to compare the student teacher training program before and after the guidelines were put into use. Second, questionnaires about the guidelines were answered by all participants. The third source of information involved observation by the author, including analysis of checklists provided within the framework of guidelines, as well as observation of participants in action. Increased efficiency and effectiveness were indicated by all three sources; the practicum was, therefore, deemed successful. (Author/BD)

ED 113 343 **SP 009 580**

Training in Interaction Analysis as a Means of Staff Development for Master Teachers, Classroom Teachers and Paraprofessionals. Maxi II Report.

Williams, Joseph H.

Publ. Date: 15 May 75. Note: 197p.; Submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors: *Behavioral Objectives, Behavior Development, Behavior Rating Scales, *Classroom Communication, Cooperating Teachers, *Inservice Programs, *Inservice Teacher Education, Learning Processes, Paraprofessional School Personnel, Questionnaires, Staff Improvement, *Student Teacher Relationship, Teacher Behavior, Teacher Improvement

The purpose of this study was to test the effectiveness of an inservice staff development program in promoting change in patterns of teacher-child interaction. The program used (1) the combined techniques of systematic analysis of teaching behavior with the Behavior Ratings and Analysis of Communication in Education (BRACE) observation system, (2) self-confrontation through videotapes, and (3) joint conferencing between a teacher and a person acting in a staff development capacity to produce changes in adult-child communication which are related to the goals of developing thinking, self-activated learners. Fifteen subjects participated in the study. The treatment was effective in producing increases in the amount of adult communication dealing with logic and with communication which supports learning (p less than .059). The treatment was also effective in producing increases in the amount of child initiated communication (p less than .059), of child communication dealing with logic (p less than .059), and of the total volume of child communication. In addition, the participants perceived the program as helpful and worthwhile. The results of this study suggest that this type of staff development and program to change adult-child patterns of interaction should be continued and implemented on a wider basis. (Sixteen appendixes are attached which include letters, questionnaires, and other material relevant to the study.) (Author)

ED 111 112 **EA 007 486**

The Establishment of a Comprehensive High School Renewal Site in the Erie, Pa. Public Schools. Maxi II Practicum.

Cianflocco, Sam C.

Publ. Date: 5 May 75. Note: 427p.; Submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University

EDRS Price MF-$0.76 HC-$22.21 Plus Postage

Descriptors: Bibliographies, *Change Strategies, Curriculum Planning, *Demonstration Programs, Educational Innovation, Educational Planning, *Experimental Schools, Organizational Change, *Program Development, Program Effectiveness, *Secondary Education, Teacher Role

Identifiers: Pennsylvania (Erie), Strong Vincent Comprehensive High School

This practicum report describes in detail the efforts of a High School Task Force made up of 2. teachers to establish and operate a model high school as part of a new 4-4-4 educational plan for the Erie, Pennsylvania, schools. The Strong Vincent Comprehensive High School Renewal Site utilized curriculum revision, quarter course offerings, and increased student choice in an effort to improve student learning. The report is organized into eight major sections that describe the Erie Schools and community, discuss the national need for educational reform, examine local educational problems in Erie, describe the High School Task Force and the model high school program, evaluate the impact of the model high school program, and summarize the most significant aspects of the program. The appendix contains a variety of supplementary materials, including a sample of the High School Task Force opinionnaire, the Erie 1972-75 transition plan, the preliminary budget for the High School Task Force, and various planning documents and forms used in the model high school project. (JG)

ED 111 111 **EA 007 485**

A Reorganized Elementary School Structure to Accommodate Declining Enrollment.

Watt, Robert S.

Publ. Date: 21 May 75. Note: 147p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors: Elementary Education, *Enrollment Trends, *School Organization, School Redistricting, *Student Distribution, Student Enrollment, Student Transportation, *Teacher Placement

Identifiers: Pennsylvania, South Allegheny School District

Declining enrollments in the seven elementary schools in the district caused a decrease in the number of classrooms per building and an equal distribution of pupils with class sizes ranging from 13 to 32 students per classroom. Smaller classes and fewer teachers restricted the grouping of pupils for multilevel reading and mathematics instruction. The reorganization of the elementary schools into primary buildings and intermediate buildings was intended to equalize class loads, facilitate multilevel instruction, and provide better utilization of staff and other resources. Buildings were classified as primary for grades 1-3 and as intermediate for grades 4-6. With minimal additional busing, children were able to continue to attend the schools within their own communities. Parents, teachers, and administrators evaluated the effective-

ness of the reorganized schools in terms of prestated objectives. (Author)

ED 111 110 **EA 007 484**

A Feasibility Study of the Extended School Year for the Hartford Public Schools.

Tracy, Frederick A.; And Others[8]

Publ. Date: 26 Jul 74. Note: 156p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University; Pages 126, 127, and 130-137 may reproduce poorly

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors: Cost Effectiveness, *Curriculum Planning, Data Analysis, Educational Finance, Educational Planning, Elementary Secondary Education, *Extended School Year, *Feasibility Studies, Models, *Program Descriptions, *Year Round Schools

Identifiers: 45 15 Plan, Connecticut (Hartford)

This feasibility study is divided into sections presenting a brief history of the extended school year concept, an extensive survey of recent efforts at implementing the concept, the planning and implementation of the Hartford study, reports of five committees, final recommendations, and an evaluation of the study. Also included are a number of appendixes that provide supplemental information. The committee reports cover the areas of curriculum and instruction, staff organization and development, administrative concerns, pupil personnel and special education, and the community. Three recommendations were given to the steering committee: that the district reject the extended school year idea, that a pilot program be created, and that a format allowing individual schools to decide for or against the concept be adopted. The third alternative was advocated. (IRT)

ED 111 109 **EA 007 483**

An Exploratory Analysis of School Climates: Factors Affecting Morale in the Schools.

Dennis, Evie G.

Publ. Date: Oct 73, Note: 63p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University; Appendix A of the original document is copyrighted and therefore not available. It is not included in the pagination

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: Data Analysis, *Educational Environment, Junior High Schools, Morale, *Organizational Climate, School Environment, *Student Attitudes, *Student Opinion, Teacher Attitudes, *Teacher Morale

The present study was designed to investigate the teacher and student morale in two schools, one with and one without obvious problems. The research focuses on (1) staff feelings about coworkers and supervisors, and staff satisfaction with the degree of participation and recognition received from work; (2) student feelings about teachers, student enthusiasm for school, and student self-esteem; and (3) the overall morale in each school. Although scores at both schools were lower than average, analysis of variance indicated some significant differences between the schools. The findings are discussed and a plan of action is proposed. (Author/IRT)

ED 110 904 **CG 010 031**

Career Awareness; One Means for Meeting the Changing Role of Education. Maxi II Practicum.

Auteri, Rose Mary P.

Publ. Date: 8 May 75. Note: 318p.; Ed.D. Thesis, Nova University; Best copy available, portions of the appendices are marginally legible; due to copyright, the contents of Appendix D have been removed; they have not been included in the pagination

EDRS Price MF-$0.76 HC-$15.86 Plus Postage

Descriptors: Career Awareness, *Career Education, Creative Thinking, *Curriculum Guides, Elementary Education, Occupational Guidance, Practicum, *Problem Solving, Program Descriptions, Research Projects, Sex Differences, *Skill Development, *Vocational Development

Identifiers: Torrance Tests of Creative Thinking

This practicum was designed to improve creative problem-solving skills in children through the use of career concepts. Although the full program was developed for youngsters in grade three through six, this project exposed fifth and sixth graders at the Northside School, Levittown, New York to the Career Awareness Program for a period of weeks. This Program was infused into the present curriculum. An investigation was then conducted to determine the extent to which these classrooms had made gains in the skills of creative problem-solving, compared to those in the control group. The data shows that the gain scores for the experimental students were significantly better than those for the control students in three of the four scales of the Torrance Tests of Creative Thinking (Fluency, Flexibility, and Elaboration). In the elaboration scale (which is indentified in this study as the scale most closely related to creative problem-solving), gain scores for females were significantly higher than those for males. The complete curriculum guide for grades three through six is appended. Objectives and lesson plans are color coded for each grade level. (Author/CJ)

ED 109 846 **EC 073 253**

Implementing Mini Programs for Middle School Gifted Students. Parts 1-4.

Findley, Carol

Broward Community Coll., Fort Lauderdale, Fla.; Broward County School Board, Fort Lauderdale, Fla.

Publ. Date: 75. Note: 495p.; Ph.D. Dissertation, Nova University

EDRS Price MF-$0.92 HC-$24.75 Plus Postage

Descriptors: Cooperative Programs, *Enrichment, Exceptional Child Education, *Gifted, Junior High Schools, Literature Reviews, *Program Descriptions, *Program Evaluation, Records (Forms), Secondary Education, Student Attitudes

Identifiers: Florida

Described and evaluated are a series of mini programs for middle school gifted students developed through a cooperative effort by Broward Community College and the School Board of Broward County, Florida. A section on implementation of the project includes the goals and philosophy of the program, and a review of the literature on gifted programs throughout the country. Provided are pre and post tests, summaries of student reactions, and discussions by instructors of the seven mini programs in the areas of astronomy, library, learning resources, psychology, art, self-concept, and communications. Reviewed is the development of the Broward County Gifted Program and of national, state, and county programs. Reported are results of surveys of participating students and their parents; attitudes toward the program, principals; interest in having their schools participate, and teachers' evaluations of workshops on the gifted. It is explained that the program was evaluated on the basis of pre and post test scores, student questionnaires, and parent questionnaires for 20 of the 40 students who participated in the pilot project; and that the project was found to be an effective vehicle for enhancing cognitive and affective characteristics of gifted students. Appended are forms and correspondence pertaining to such program aspects as evaluation, workshop presentations and field trips. (LS)

[8]Leonard Berliner; Richard Kelly; Edwin Manson; William Molloy; Lawrence Shea; William Ward

ED 109 822 EA 007 410

The Implementation of a District-Wide Evaluation Model.

Gess, Diane; and Others[9]

Publ. Date: Oct 74. Note: 212p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University (Florida); Appendix A of the original document is copyrighted and therefore not available; it is not included in the pagination. Best copy available

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Descriptors: Change Strategies, Data Collection, *Educational Assessment, Educational Planning, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Management Systems, *Models, Organizational Change, Practicums, *Program Development, Program Evaluation

Identifiers: *New Rochelle Evaluation Model

This publication describes a practicum project that developed a comprehensive educational evaluation system for collecting, storing, and displaying pertinent data for use in planning educational programs at both the district and school level in the City School District of New Rochelle. The resulting New Rochelle Evaluation Model was developed from Stufflebeam's CIPP model, incorporating aspects of Provus' Discrepancy model and data collection methods emphasized by Stake. The model has been used on a districtwide level to evaluate all programs for students with special needs and has also been used to evaluate the reading programs in two elementary schools. Sample data collection forms and a users' guide to the New Rochelle Evaluation Model are included in the appendix. (Author/JG)

ED 109 821 EA 007 409

Disseminating Information on Proposal Development and Supportive Services Pertaining to Government Funded Programs.

Moffat, James G.

Publ. Date: 15 Apr 75. Note: 296p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University (Florida); Appendices 1 and 3 of the original document are copyrighted and therefore not available; they are not included in the pagination; Best copy available

EDRS Price MF-$0.76 HC-$14.59 Plus Postage

Descriptors: *Administrator Guides, Bibliographies, Educational Innovation, Elementary Secondary Education, Evaluation Methods, *Federal Aid, Federal Programs, *Information Dissemination, *Information Services, Practicums, *Program Proposals

This publication describes a practicum that developed, disseminated, and evaluated a proposal development handbook intended to aid school district personnel in submitting proposals to funding agencies. In addition to the handbook, several other dissemination activities were developed and implemented to meet the needs of specific target audiences. These activities included development of a multimedia slide presentation and companion brochure on early childhood programs, development of a comprehensive bilingual education program and a companion booklet, creation of a brochure to answer parents' questions about Title I of the Elementary and Secondary Education Act, and establishment of an information center to provide easy access to resource materials about federally funded programs and activities. Evaluation data is presented to show that the proposal development handbook and inservice workshops that explained it did improve the quality of proposals submitted. Samples of the instruments developed to evaluate the other activities are also provided, and preliminary results of those evaluations are reported. (Author/JG)

[9]La Ruth Gray; Joseph Isidori; Richard Olcott; Joseph Pozzi; Seymour Samuels; Joseph Zucker

ED 109 820 EA 007 408

Consolidated Monitor and Review. Maxi II Report.

Bispo, Edward L.

Publ. Date: 75. Note: 376p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University (Florida); Appendices F, J, and N of the original document have been deleted due to marginal reproducibility; they are not included in the pagination

EDRS Price MF-$0.76 HC-$19.67 Plus Postage

Descriptors: *Change Strategies, Elementary Secondary Education, Evaluation Methods, Practicums, *Program Administration, *Program Evaluation, *State Departments of Education, State Federal Aid, State Programs, *State School District Relationship

Identifiers: *California

This book describes a practicum project that developed instruments and procedures to aid staff members of the California State Department of Education in monitoring multiple educational programs. The instruments and procedures developed were used by staff members to analyze applicable federal and state regulations and evaluate program quality for 17 categorical programs and 74 school sites. The objective of the practicum was to devise a method that would provide the data necessary to make decisions concerning continued funding of individual programs. A system of monitoring and reviewing operational programs was developed so that staff members could analyze multiple programs at each school site and observe whether individual programs were being properly implemented. (Author/JG)

ED 109 819 EA 007 407

Staff Development for Program Consolidation.

Vinson, Jane

Publ. Date: May 75. Note: 430p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University (Florida)

EDRS Price MF-$0.76 HC-$22.21 Plus Postage

Descriptors: *Change Strategies, Elementary Secondary Education, *Organizational Development, Practicums, Problem Solving, *Project Applications, *Staff Improvement, State Departments of Education, State Federal Aid, State Programs, *State School District Relationship

Identifiers: *California

This book describes a practicum project that analyzed the organizational structure of the regional service teams at the California State Department of Education and designed a strategy to reduce the organizational problems caused by consolidating application procedures for seven state and federal categorical aid programs. The practicum design involved implementation of a new staff development strategy for both state and local district members. A thorough analysis of application errors made by school district personnel during the previous year provided the focus and content for the staff development sessions. The impact of the staff development strategy was demonstrated by the improved accuracy and quality of consolidated applications submitted to the State Department of Education. Much of the book consists of extensive appendixes containing sample application forms and instructions, analyses of application errors, and various staff development materials. (Author/JG)

ED 108 333 EA 007 249

An Orientation and Training Program for Security Officers in an Urban High School.

Coppola, John B.

Publ. Date: 3 May 75. Note: 255p.; Submitted in partial fulfillment of Ph.D. requirements, Nova University (Florida); Photographs and p205 may reproduce poorly

EDRS Price MF-$0.76 HC-$13.32 Plus Postage

Descriptors: *Crime, Police, Police School Relationship, Practicums, Secondary Education, Student School Rela-

tionship, Tables (Data), *Training, *Training Objectives, Vandalism

Identifiers: *School Security Officers

The purpose of this practicum was to test the effectiveness of a security training program at Trenton Central High School. A professional, trained security force was necessary to reduce school crime. A training program lasting eight and one-half months was instituted. A pilot study at the end of the training program was conducted comparing the attitudes of security officers, students, and staff at Trenton Central and another secondary school in the district. The results showed that the training program improved relationships among students, staff, and officers and created a professional force. The trained security officers contributed to the reduction in school crime and civil suits against the school. (Author/DW)

ED 107 701 **TM 004 526**

Accountability in Student Evaluation.

Doggett, Maran

Publ. Date: 7 Oct 74. Note: 187p.; Document not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 HC Not Available from EDRS. Plus Postage

Descriptors: *Achievement Rating, Educational Accountability, Educational Alternatives, Educational Change, *Educational Innovation, *Evaluation Methods, Feedback, Grading, Junior High Schools, Parent Participation, *Participant Satisfaction, Secondary Education, *Student Evaluation, Teacher Participation

The purpose of this project was to work with the professional staff, students, and the community of Belmont Junior High School in developing, implementing, and evaluating a new system of student evaluation and reporting progress to parents. The need for such a system was demonstrated, a philosophy was agreed upon, a report format was developed and periodically evaluated, and subsequent investigation and evaluation revealed positive growth on the part of the professional staff and the students. Positive reactions by fellow administrators, outside evaluators, and the teaching staff suggest that this system, its philosophy, report format, and positive effects on staff and students may be useful in other secondary schools. (Author)

ED 109 732 **EA 006 916**

Development of a Model for Planning an Educational Facility. A Practicum Report.

Boughner, Wesley; And Others[10]

Publ. Date: 8 Jan 75. Note: 187p.; Submitted in partial fulfillment of Doctor of Education, Nova University (Florida). Best copy available

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors: *Bond Issues, Construction Programs, *Educational Facilities, Educational Specifications, Elementary Secondary Education, *Facility Guidelines, *Facility Planning, Models, Practicums, *Program Administration, Program Development

This publication is composed of two separate entities: a relatively brief manuscript entitled "Development of a Model for Planning an Educational Facility" and a much more lengthy Midi-Practicum Report that describes the implementation of the plans outlined in the first manuscript. Each of the three authors wrote one section of the first manuscript and then implemented that plan in his school district. All authors then participated in writing the final Midi-Practicum Report, based on the experience of their development and implementation efforts. The object of the practicum was to develop a comprehensive plan for the planning and construction of educational facilities. Each chapter of the Midi-Practicum Report focuses on a different aspect of the facility planning process, including such steps as developing educational specifications for a facility, retaining an architect, selecting a site, planning and administering a bond issue, and awarding construction contracts. (JG)

[10]Clyde Fischer; Lee Randall

ED 106 729 **CG 009 795**

Improving Child Management Practices of Parents and Teachers. Maxi I Practicum. Final Report.

Adreani, Arnold J.; McCaffrey, Robert

Publ. Date: Oct 74. Note: 172p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 HC Not Available from EDRS. Plus Postage

Descriptors: *Behavior Change, *Counseling Theories, Elementary School Counselors, Models, *Parent Child Relationship, Parent Participation, Perception, *Practicums, Research Projects, Resource Materials, *Student Teacher Relationship, Teacher Role

Identifiers: *Adlerian Psychology

The practicum design reported in this document was based on one basic assumption, that the adult perceptions of children influence adult behavior toward children which in turn influences the child's behavior. Therefore, behavior changes by children could best be effected by changing the adult perception of, and behavior toward, the child. Parent/teacher study discussion groups were carried out for fourteen weeks in three schools using the Adlerian model of child-management. Evaluation of improvement in child-management practices was measured by pre- and post-tests given to participants before and after study discussion group involvement. During discussion study, group participants were encouraged to discuss problems as well as techniques that worked well with their children. At the end of the 14 weeks, 48 members of the group rated the overall impression of the value of the group study as excellent; 48 rated it good; and only 12 called it fair. Some participants felt that understanding family constellations had brought about changes in their family living. In general, the group study seemed to promote a more relaxed feeling among teachers and a greater degree of self-confidence. A complete practicum packet and outline is provided in the document. (Author/PC)

ED 106 430 **UD 015 167**

A Model In-Service Program for Training Mainstream Teachers of Spanish Speaking Pupils.

Forcellina, James J.

Publ. Date: Mar 75. Note: 153p.; Ed.D. Dissertation, Nova University, Fort Lauderdale, Florida

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Descriptors: *Bilingual Education, Cultural Education, Federal Aid, Inservice Programs, *Inservice Teacher Education, Instructional Improvement, Models, Practicums, Program Evaluation, *Secondary School Teachers, *Spanish Speaking, Teacher Educator Education

Identifiers: Connecticut, Emergency School Aid Act Title VII, ESAA Title VII, Norwalk

The purpose of this practicum was to develop a model in-service program for training mainstream teachers of Spanish speaking pupils. As the Spanish speaking population of the Norwalk, Connecticut community has grown over the past decade, the school problem of dealing with the non-native English speaker was identified. Through the initial financial facilities of an Emergency School Aid Act (ESAA) grant, a model inservice training program for mainstream teachers of Spanish speaking pupils was developed, conducted, and evaluated. This model was developed specifically for secondary school mainstream teachers (grade six through twelve) who must cope daily with the Spanish speaking pupils. In addition, through a liaison between the secondary and elementary levels, the applicability of the model, with some modifications, was

evident at the elementary level. The program, through the careful selection of administrative, guidance, and teaching personnel, provided a de facto insertion of the model into the seven secondary schools of the city. An assessment of the total practicum indicated that the in-service participants did become a cadre of teacher trainers within their own buildings, thus effecting an instructional improvement within the total secondary school system. (Author/JM)

ED 106 426 **UD 015 162**

A Model Program Increasing School Participation of Parents of Foreign Born Students.

Cafero, Lawrence F.

Publ. Date: 15 Apr 75. Note: 642p.; Parts of this document may not be clearly legible on reproduction; This document has been reproduced from the best available copy; Appendices to the document include translations in Spanish, Italian, and Greek – the Greek script being handwritten; Five pages of color photographs have been deleted for reproducibility reasons

EDRS Price MF-$1.08 HC-$32.37 Plus Postage

Descriptors: Academic Achievement, Cocurricular Activities, Educational Problems, *Immigrants, *Middle Schools, Migrant Child Education, Parent Attitudes, Parent Education, *Parent Participation, Parent School Relationship, *Parent Workshops, *Practicums, Student Attitudes, Student Participation

Identifiers: Connecticut

This practicum describes the methods used by the principal of a Middle School in Norwalk, Connecticut, to improve and increase the participation of parents of foreign born students in school affairs. Emphasis was placed on the personal involvement by the staff of each school to encourage parents to attend school meetings and functions. The practicum included the reproduction and examination of the materials used in each of the three participating middle schools; i.e. the brochures used at Ponus Ridge, Benjamin Franklin and Nathan Hale schools, respectively. Parent participation resulted in more positive pupil involvement in academic and extra-curricular activities. The practicum also emphasized a greater involvement on the part of the staff of each school in bringing to the parents concerned all the necessary information needed by them to be knowledgeable about the total school program, thus completing a productive triangle of a staff-parent-student positive communication system. Experience in observing the three middle schools involved in this practicum revealed the need for, and led to the creation of, a program to involve parents of foreign born students. Representative parents in each of the schools were asked to become members of an Advisory Council in order to help solve some problems known to exist in parent-school communications. (Author/JM)

ED 103 993 **EA 006 918**

An Alternative to the Traditional Grading System.

Galvez, Ferdinand V.

Publ. Date: 18 Mar 75. Note: 199p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University (Florida). Portions of appendix may reproduce poorly

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors: Aspiration, Doctoral Theses, *Educational Change, Elementary Secondary Education, Grading, *Pass Fail Grading, Practicums, *Response Style (Tests), *Student Evaluation

The purpose of this practicum was to change the grading policy in the San Juan Unified School District (California) through a two-stage process. The first stage was to change the traditional ABCDF grading system to a three-scale grading system in one high school, one intermediate school, and six elementary schools serving the same attendance area. The change was accomplished with some variations in the three-scale grading system and with the high school using both systems. The second stage was to focus on the grading controversy on a districtwide basis by involving the San Juan Teachers Association to negotiate with the Board of Education for a district task force to study the grading practice at all grade levels throughout the district. The results of the study provided the rationale for a recommendation to change the present grading policy. A new policy was adopted by the Board of Education in March 1975. (Author)

ED 103 992 **EA 006 917**

The Development and Implementation of a Uniform System of Reporting Practices and Procedures in Secondary Schools in Duval County

Ford, Bobby Joe

Publ. Date: Mar 75. Note: 204p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University (Florida)

EDRS Price MF-$0.76 HC Not Available from EDRS. Plus Postage

Descriptors: *Administrator Guides, *Annual Reports, Doctoral Theses, Educational Accountability, Feedback, *Information Dissemination, Parent Attitudes, *Parent School Relationship, Practicums, Secondary Education

The purpose of this practicum was to develop a handbook that will be useful to principals in preparing their annual reports to their communities. The guideline for such a report was developed and disseminated to secondary principals. All 37 secondary schools' reports for the 1973-74 school year reflected the use of this guideline in preparing their reports. A random sample of parents of the largest senior high school in the district was surveyed to provide feedback on the effect of the school's report. Using this information and input from interested parties (parents, students, teachers, and staff members), the handbook was prepared. (Author)

ED 103 392 **SP 008 999**

Humanistic/Behavioristic Training Program for Teachers.

Brownlee, Gwyn; Ring, Barbara

Publ. Date: 20 Jan 75. Note: 114p.; Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors: *Behavorial Objectives, *Class Management, Educational Programs, Elementary School Teachers, *Humanistic Education, *Inservice Teacher Education, *Practicums, Program Development, Secondary School Teachers

The purpose of this practicum was to develop, field test, evaluate, and disseminate two teacher training packages—elementary and secondary—which would integrate behavioristic and humanistic approaches to classroom management. The practicum was divided into three phases. Phase 1 involved program development. Activities included small group discussions, demonstrations, role-playing, simulation games, puzzles, contests, case studies, and short/long term planning. Field test procedures comprised Phase 2. Both elementary and secondary teachers participated in eight training sessions. During each session they planned classroom implementation strategies. Small group sharing sessions were conducted after each training session. Formal and informal process and product evaluation data were collected throughout the field test by means of (a) evaluation forms, (b) records of office referrals, (c) observation forms, and (d) prepracticum and postpracticum attitude inventories. Phase 3 involved the statewide dissemination of completed elementary and secondary packages. Each package contained a leader's manual, a participant's manual, and audiovisual materials. (Questionnaires, forms, agendas, and other materials related to the practicum are included in the appendix.) (PB)

ED 102 702 EA 006 823

The Introduction of an Intra-Departmental Supervisory Program at Cathedral Prep.

Snyderwine, L. Thomas

Publ. Date: 28 Jun 73. Note: 36p.; Submitted in partial fulfillment of Ed.D. requirements, Nova University
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: Administration, *School Supervision, Secondary Education, Supervision, *Supervisory Activities, *Supervisory Methods

The goal of this practicum was to create a formal supervisory program where there had been none previously. After considering several supervisory alternatives, an intradepartmental, colleagal approach was selected. This approach permits teachers to judge their performance according to established teaching patterns and to share classroom techniques and styles with each other in a nonthreatening atmosphere. The results of the practicum were positive. (Author/DW)

ED 102 701 EA 006 822

Program Budgeting.

Miller, Irving

Publ. Date: 19 Feb 74. Note: 65p.; Submitted in partial fulfillment of Ed.D. requirements, Nova University
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors: Budgeting, Decision Making, *Educational Finance, Educational Objectives, Elementary Secondary Education, Management by Objectives, *Management Systems, *Program Budgeting, *Systems Approach

Program objectives and fiscal accountability were combined as program budgeting was developed in a local school district. This approach to budgeting increased staff involvement, emphasized the system approach, and improved communications. The budget development process is described and documented through one school year. (Author/DW)

ED 102 666 EA 006 787

Combined Human Efforts in Elevating Achievement at the Wheatley School, Washington, D.C.

Gross, Mary J.; And Others[11]

Publ. Date: 74. Note: 117p.; Ed.D. Practicum, Nova University; Portions of Appendices will reproduce poorly
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors: *Academic Achievement, Adult Education, Black Community, Community Services, Consumer Education, Disadvantaged Youth, Elementary Education, Inservice Teacher Education, *Parent Participation, Peer Teaching, *Practicums, Special Education, *Staff Improvement, *Urban Education

The purpose of this practicum was to plan and implement a comprehensive development program for the staff, parents, and community at an inner city elementary school serving a disadvantaged, segregated student population. The program included a variety of activities, workshops, group efforts, and meetings that encourage the participation of all decisionmakers involved in the educational process. Parental involvement, student activities, community involvement, and inservice programs for the staff were developed and implemented. A number of measures substantiate increased gains in student achievement and community participation. (Author/MLF)

ED 102 660 EA 006 780

Administrative Strategies To Generate Community Input/Support for Improvement of the Parent-Student-Teacher Learning Bond.

Anderson, Carol M.; And Others[12]

Publ. Date: 3 Jan 75. Note: 111p.; Ed.D. Practicum, Nova University; Appendixes may reproduce poorly
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors: Administrative Policy, *Change Strategies, *Community Support, *Educational Change, Educational Environment, Educational Strategies, Elementary Education, Grade 4, Information Dissemination, Learning Processes, Parent Child Relationship, *Parent Participation, Parent Teacher Cooperation, *Practicums, Questionnaires, Student Teacher Relationship, Telephone Communication Systems, Urban Schools

This practicum reports on the introduction of educationally oriented strategies to overcome a "crisis of faith" between three target urban communities and their schools. The coordinated strategies were directed toward the communication of information about school programs and toward the individual involvement of parents. The practicum's effect was to produce a significant improvement in parental attitudes and participation concerning the target schools. (Author)

ED 102 659 EA 006 779

Achieving Action-Oriented Communication To Improve School-Community Relations.

Zaruba, Larry C.

Publ. Date: 20 Nov 74. Note: 229p.; Submitted in partial fulfillment of requirements for the Doctor of Education degree, Nova University
EDRS Price MF-$0.76 HC-$12.05 Plus Postage
Descriptors: Communication (Thought Transfer), *Community Attitudes, Community Change, Community Characteristics, *Community Surveys, Demography, *Educational Needs, Educational Research, Elementary Secondary Education, *Information Dissemination, Information Needs, *School Community Relationship, School Districts, Tables (Data)
Identifiers: *Fort Bend

This report presents the results of a community survey conducted to determine whether the Fort Bend schools were providing the kind of school services the community really wanted. The information was obtained by conducting a random opinion survey of community members, parents, teachers, and students. The report comprises a summary of attitudes expressed by the public on a wide variety of topics related to the Fort Bend schools and the observations and recommendations made for effective school-community communication. (Author)

ED 101 452 EA 006 729

The Executive Middle School Internships—A Model.

Martin, William Rogers, Sr.

Publ. Date: 20 Jan 75. Note: 236p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University (Florida)
EDRS Price MF-$0.76 HC-$12.05 Plus Postage
Descriptors: Community Involvement, Cooperative Education, Educational Programs, Evaluation, Field Experience Programs, *Internship Programs, Junior High Schools, *Middle Schools, *Models, Occupational Guidance, *Program Evaluation, School Community Cooperation, *School Community Programs, School Community Relationship, Secondary Education, Vocational Interests

The purpose of this practicum was to develop and field test a model plan for the Executive Middle School Internship Program at Nova Middle School. The plan was designed to effectuate a marriage between the theoretical and the practical by combining the best elements of classroom analysis with actual experiences in the world of executives and organizations. An effort was made, first, to determine if community resources were available, sufficiently sophisticated, and receptive to provide meaningful exploratory experiences related to careers and, second, to determine to what extent, if any, positive career exploration experience could widen horizons and develop and

[11]Alvin Gross; Eleanora Ridgley
[12]Joan O'Malley; Barbara Valerious; Lewis Webster

enhance positive attitudes toward the world of work in eighth grade students. A model plan was developed and field tested; community agencies were responsive and demonstrated expertise in providing exploratory experiences for students; and an analysis of the pre- and post-attitudinal survey and tests revealed that the experience did widen horizons and develop and enhance positive attitudes toward the world of work in the participants. (Author)

ED 101 439 **EA 006 716**

The Development of Elementary School Educationl Specifications and Preliminary Building Plans Through the Use of Citizen and Staff Involvement.

Davis, Robert F.

Publ. Date: 1 Feb 75. Note: 291p.; Maxi II Practicum Report. Submitted in partial fulfillment of requirements for Doctor of Education, Nova University
EDRS Price MF-$0.76 HC-$14.59 Plus Postage
Descriptors: Architects, Architectural Programming, *Building Plans, *Citizen Participation, Decision Making, Doctoral Theses, *Educational Specifications, Elementary Education, Environmental Influences, Facility Requirements, Practicums, Safety, School Community Relationship, School Design, *School Planning, *Teacher Participation
Identifiers: Earthquakes
This dissertation recounts the functioning of a practicum established to develop educational specifications and preliminary building plans for five new elementary schools in the Sacramento City Unified School District. These buildings will be built to replace schools that do not meet earthquake safety standards. Project teams developed educational specifications after citizens, students, teachers, and staff members were surveyed to gain their concerns and suggestions regarding the new schools. The teams continued to work with architects to see that the educational specifications were accurately represented in the architectural drawings. Environmental impact studies were made to assess the effect the new schools would have on the environment. By the end of 1974, the Board of Education and the State had accepted the preliminary plans for the new schools. (Author/MLF)

ED 100 823 **SP 008 732**

A Self-Actualization Process for Teachers.

Doggett, Maran

Publ. Date: May 74. Note: 154p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors: Administrative Personnel, Education, *Effective Teaching, Elementary School Teachers, Junior High Schools, Practicums, *Self Actualization, Teacher Evaluation, Teachers
The objective of this practicum was to develop and evaluate a process of self-actualization for promoting personal and professional growth in teachers. The process that was developed and implemented involves eight steps: (a) the "ideal me-teacher," (b) the "me-now teacher" by the principal, (c) the "me-now teacher" by the teacher, (d) improvement of communication with numbers, (e) compromise, (f) decision concerning self-actualization level, (g) development of strategies, and (h) final assessment of teacher growth. Subsequent investigation showed that most participating teachers at Belmont Junior High School actualized in a positive direction toward becoming more effective teachers. Application of this process in another elementary school and at another level of educational supervision suggests that the process may be useful to teachers and administrators at any level. Appendixes include teacher evaluation forms, ratings of the teacher from the perspective of the teacher and the principal, a growth chart, and a survey on self-actualization. (Author/PD)

ED 100 058 **EA 006 679**

An Innovative Training Model for Professional Improvement of Elementary Teachers.

Stewart, Fred J.

Publ. Date: 1 Nov. 74. Note: 405p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University, Florida. Pages 119-154 will reproduce poorly because of photographs and quality of original material
EDRS Price MF-$0.76 HC-$20.94 Plus Postage
Descriptors: *Educational Change, *Educational Objectives, Elementary Education, *Individualized Instruction, *Inservice Education, Inservice Teacher Education, *Practicums, Problem Solving
This report describes a practicum designed to plan and implement a training model that is intended to change inservice education and, subsequently, to prepare teachers to individualize instruction. The motivation necessary for planned change, an innovative problem solving design, the implementation of that design, and the results of the implementation are described. The complete program description and evaluation are appended. (Author/DW)

ED 096 743 **EA 006 417**

Program Audit Handbook.

Moffat, James G.

Publ. Date: 11 Jun 74. Note: 254p.; Submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University
EDRS Price MF-$0.76 HC-$13.32 Plus Postage
Descriptors: Educational Accountability, *Educational Programs, Evaluation Criteria, *Evaluation Methods, Federal Aid, *Federal Programs, *Program Administration, Program Costs, Program Design, *Program Evaluation, School Districts
Identifiers: Chicago Public Schools, *Program Auditing, Program Monitoring System
This handbook has been designed to assist personnel within the Chicago Public Schools to assess the operation of their government funded programs, make certain that these programs are being implemented in accordance with the design as funded, and that they are in compliance with appropriate legislation and guidelines. The handbook establishes a method wherein objective observations based on specific factors written into the project being implemented can be reviewed to ascertain the degree of implementation and legal compliance at the local level. The method is intended to be implemented prior to an audit conducted by the funding agency, which audit might result in the filing of an exception and a resultant loss of funds were it not preceded by such a review (Author/DN)

ED 096 020 **PS 007 546**

Mothers as Key Educators of their Preschool Children.

Walton, Mildred L.

Publ. Date: Sep 73. Note: 33p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: Behavior Rating Scales, Family School Relationship, Home Instruction, *Intervention, Kindergarten Children, Learning Activities, Literature Reviews, *Mothers, *Parent Child Relationship, *Parent Participation, Preschool Curriculum, *Preschool Education, Readiness (Mental), Social Behavior, Teaching Guides, Verbal Ability
In keeping with the trend toward greater parent participation in the education of their children, a preschool intervention program designed to improve the educability of children who would enter kindergarten at the start of a fall term was conducted in one elementary school. The major purpose of the project was to determine if mothers would accept the role of home teachers for their pre-kindergarten children on a regular basis, using school-

prescribed tasks. A sample of 12 mothers and their children was studied. Mother-instruction was measured by a checklist that obtained information about the extent to which mothers engaged in teaching the prescribed activities at home. A teacher observation survey recorded ability of the child to perform supervised skill activities. It was found that mothers in the program did show an active interest in school-home relationships, as evidenced by the regularity with which they accepted the role of home teacher. The pupils in the project after entering kindergarten, were better adjusted socially and performed better in verbal expression than classmates who had not participated in the project. Based on findings in this program, it is recommended that the parent's involvement as home teachers be extended throughout the school career of their children. (Author)

ED 094 503 **EC 062 447**

Designing and Implementing a Supervision System for a Mentally Gifted Program.

Neff, Benjamin G., Jr.

Publ. Date: 73. Note: 55p.; Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University, Fort Lauderdale, Florida

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: Behavioral Objectives, Cooperative Programs, Elementary School Students, *Exceptional Child Education, *Gifted, Innovation, *Parent Role, Practicums, *Program Descriptions, Program Evaluation, Program Planning, Supervision, *Teacher Role

This document describes a 1-year (1972-1973) practicum program which entailed planning, implementing, and evaluating a supervision system of off-campus innovative instruction by parent-teacher teams for 42 gifted elementary school students. Discussed are development and implementation of the following program components: goals, such as teaching basic skills for student problem solving and critical thinking; objectives, such as student demonstration of increased appreciation of music, art, drama, and literature; implementation through inservice training of parents and teachers in Goal Oriented Supervision and Supervisory Conference techniques (incorporating behavior modification and reinforcement); activities such as ecology walks, a cooking workshop, attendance at a symphony concert, and instruction in Chinese; budget making; and evaluation procedures, such as coordinator discussions with participants and mid- and end-of-year questionnaires. Major evaluation results indicate that 80 percent of respondents considered the supervision system to be effective and worthy of replication the following year. The program is seen to have implications for use by field administrators for involving parents and teachers. Appendixes give details of program aspects such as goals, activities, and costs; a summary of evaluation procedures; explanations of supervision policies including goals, assessment of staff skills, and steps in supervision; criterion checklists for Spanish and parent involvement; a discussion on the supervisory conference including steps; and a continuum of steps in the supervisory role. (Author/MC)

ED 092 476 **SP 007 874**

A Model for Staff Development (For an Elementary School Drug Education Pilot).

Ring, Barbara Ann

Publ. Date: Jun 73. Note: 203p.; Pages D-133 through D-135 of the original document are copyrighted and therefore not available; they are not included in the pagination

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Descriptors: Demonstration Programs, *Drug Education, *Elementary Grades, Instructional Materials, Material Development, Objectives, *Pilot Projects, Program Development, Program Evaluation, *Skill Development, Staff Orientation, *Teaching Skills

This report describes a model for staff development of an elementary school drug education pilot program designed to help children develop positive self-concepts and skills for decision making. The objectives of the staff development model are to help teachers, (a) assess their own needs and strengths, (b) plan and practice classroom activities in a laboratory setting, (c) establish pilot goals, (d) participate in regular plan/share activities, and (e) monitor changes in themselves and their students. Leadership and participant materials include four kinds of activities: (a) self-awareness, (b) laboratory learning, (c) planning/sharing, and (d) evaluation. The plan, designed to involve an entire faculty for a school year, is constructed to permit modification to suit the particular needs of participating schools. (An 11-item bibliography and five appendixes are included.) (Author/PD)

ED 091 663 **CS 001 111**

The Individualized Television Reading Program.

Solomon, Bernard

Nova Univ., Fort Lauderdale, Fla.

Publ. Date: Aug 73. Note: 51p.; Practicum report of study conducted at Rhodes Middle School, Philadelphia

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: *Commercial Television, *Disadvantaged Youth, Grade 7, Grade 8, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Research

This paper describes the development of a reading program based on popular television broadcasts. The project was carried out in one inner-city middle school – seventh and eighth grades – (Rhodes Middle School, Philadelphia). The aims of the project were to use television as a means for children to read and for drawing administrators and teachers into utilizing the television teaching technique. The Individualized Television Reading Program was used by four teachers and 850 students over a 5-week period. A survey determined the students' favorite programs, which were then video-taped and their scripts obtained. Classroom exercises in which the script was the basic resource enabled the students to use the television dialogue while working on skill lessons for reading. The project appeared to be successful, generating positive response from students and teachers, reducing absenteeism and discipline problems among the experimental group, and eliciting requests for the program from other schools in the city. Although the interest was high, and expansion of the program into many schools was assured, there appeared to be a need for additional evaluation to ascertain reading achievement and motivation to learn in measurable terms. (WR)

ED 091 558 **CE 001 329**

Can Learning Centers Assist Men with Educational Deficiencies Who Are Incarcerated and Unable to Attend Formal School?

Hayball, Keith W.

Publ. Date: Jun 73. Note: 56p.; Eight photographs deleted because they were not reproducible

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: *Correctional Education, *Corrective Institutions, Educational Needs, *Education Programs, Education Research, Learning Activities, *Learning Laboratories, Pilot Projects, Practicums, Prisoners, Student Volunteers

Identifiers: California

The purpose of this practicum was to determine whether or not learning centers could help men with educational deficiencies, who were incarcerated and unable to attend formal school. Learning centers were activated and found to be an effective alternative to formal school in meeting inmate educational deficiencies, both at the elementary and secondary levels. Subsequent investigation showed that learning centers, operated on a student voluntary,

informal, drop-in basis, could help these men correct or upgrade their educational deficiencies without causing their key prison work assignment to suffer as a consequence. Men with critical educational deficiencies, although referred to the learning centers, neglected to make up their deficiencies. These men for the most part failed to follow through on their own to voluntarily enroll and complete their educational objectives, as outlined by the prison's classification committee. (Author)

ED 091 115 RC 007 876

Oral Language and Motor Skills for Non-English Speaking Children.

Davis, Effie Mae

Publ. Date: Oct 73. Note: 42p.; Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University, Fort Lauderdale, Florida
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: Attendance Patterns, Auditory Training, *Bilingual Education, Bilingual Teachers, Elementary School Students, English (Second Language), *Language Handicaps, Mexican Americans, Music Activities, Non English Speaking, *Oral English, Parent Role, *Program Evaluation, Psychomotor Objectives, *Spanish Speaking, Success Factors, Teacher Aides
Identifiers: Texas

An oral language program was instituted at DeZavala Elementary School (San Antonio, Texas) for pupils from kindergarten and grades 1 and 2 who were identified as having difficulty with oral English expression and in understanding instruction given in other than Spanish. The program employed a bilingual teacher and aides who worked with 4-8 pupils each school day for 30-40 minutes. The children were given intense auditory training in English and Spanish using music and rhythms, and were given motor skill exercises on speech equipment. Goals were revised as slowly or as rapidly as skill improvement demonstrated. Teachers found that, as a result of the program, high risk pupils increased efforts to participate in class work, that language skills in understanding instructions in English and Spanish were improved, and that attendance surpasses class averages. Non-English speaking mothers were used to help the children with motor skill equipment. Although success of the program caused several aspects to be continued in the school, the report recommended further research relating language disability and weaknesses of motor skills. Seven factors which possibly contributed to the success of the practicum were also given. (Author/KM)

ED 090 753 EC 061 916

A Program for the Development of an Elementary School Program for the Gifted Child.

Schrock, John H.

Publ. Date: Sep 73. Note: 46p.; Ed.D. Dissertation, Nova University
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: *Enrichment, *Exceptional Child Education, *Gifted, High Achievers, *Program Descriptions, Program Development, *Program Evaluation
Identifiers: California

A 1-year (1972-1973) program for 40 gifted children in grades 1-6 involved identification, implementation, and evaluation. Or State (California) mandate for initiation of an enrichment program for the gifted, the Stanford-Binet Intelligence Scale was used to identify students with IQ scores of at least 130. Program development (limited by funding of $25.00 per student) involved 22 teachers; ranking by students of interest (from highest to lowest) in language arts, science activities, typing, mathematics, and foreign languages; and 17 activities such as a stock market project, film making, and newspaper writing undertaken mainly in regular classes. Spanish was taught to primary students, and French was offered to intermediate students. Evaluation by students on a scale of very interesting to poor indicated that critical thinking skills activities were rated good, and social awareness situations activities were rated very interesting, as were mathematics and pre-speed reading skills activities. Teachers indicated that their methods of contracts, interest centers, and activities boxes (for indepth area study) were successful, but programed instruction bored the students; and that more money and time were needed. Among program benefits were parent participation and improvement of teachers' skills. (Included in appendixes are goals and objectives, a program description, proposed budget, evaluation procedures, and photographs.) (MC)

ED 090 151 SP 007 876

Development and Initial Piloting of Inter-Disciplinary Humanities Instructional Units for the Elementary Classroom Teacher.

Gardner, William F., Jr.

Nova Univ., Fort Lauderdale, Fla.
Publ. Date: Nov 73. Note: 135p.; D.Ed. practicum, Nova University, National Ed. D. Program for Educational Leaders
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors: Dance, Drama, *Elementary School Students, Handicrafts, *Humanities, *Instructional Materials, Material Development, Music, Program Evaluation
Identifiers: Florida

Seven school districts in North-Central Florida determined that there was a need to provide elementary school children with more opportunities for experience and participation in arts, crafts, dance, drama, and music. Materials developed to assist elementary classroom teachers in bringing the five arts activities into their instructional programs were pilot tested in eight randomly selected classrooms. During the pilot testing, teachers evaluated the materials in terms of their likelihood for increasing (at 0.1 confidence level) elementary school students' participation in the five humanities areas. Five arts specialists selected from 55 applicants evaluated the implementation of the materials. Before and after surveys were administered to the eight pilot classes and to eight randomly selected control classes. Results of the surveys indicate an increase in humanities instruction sufficient for the seven school districts to approve future pilot implementation of the materials by all elementary classroom teachers in 12 pilot schools. (Extensive appendixes include the teacher and student surveys, a description of the approach to an interdisciplinary humanities program, and details of the rationales for the importance of arts areas.) (Author)

ED 089 481 EC 061 394

Development of a Program to Meet the Needs of Young Children with Potential Learning Disabilities.

Fishman, Sheila

Publ. Date: Jun 73. Note: 161p.; Ed.D. practicum; Nova Univ., Natl. Ed.D. Program for Educational Leaders, Ft. Lauderdale, Fl.; The Diagnostic Team of No. 4 School, Lawrence Public Schools, Cedarhurst, N.Y., Participated in the investigation
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors: Consultants, Early Childhood, *Exceptional Child Education, *Identification, Inservice Teacher Education, *Intervention, *Learning Disabilities, Parent Role, Prevention, *Program Development, Summer Programs

A program was proposed and initiated involving identification of potential learning disabilities (LD) in a school population of 600 4-, 5-, and 6-year-old children; and application of intervention measures for children identified. The school's diagnostic team reviewed research on existing practices, explored programs in operation throughout the country, and consulted with specialists

such as a team from the Nassau County Board of Cooperative Educational Services. Program development including revising kindergarten registration procedures (such as preparing a questionnaire for parents to complete prior to registration), initiating staff inservice training, initiating a volunteer parent training program, taking inventory of materials for a resource center, and preparing a proposal for a 6-week summer pilot program to identify and remediate learning disabilities of 140 prekindergarten, kindergarten, and grade 1 children. Pilot program plans included evaluation of gross motor, fine motor, and language communication skills; administration of tests for constructing development profiles and evaluating self concept; and preparation of curriculum guidelines. Some of the proposals requested and granted for the 1973-1974 year were for replacement of the guidance counselor with a LD resource consultant (3 days per week), and establishment of a small-contained class of 4- and 5-year-old children exhibiting potential learning disabilities. (Included in appendixes are items such as screening procedures in another school district, kindergarten registration procedures, a staff training session agenda, and lists of resource materials on LD.) (MC)

ED 089 452 **EA 006 039**

A Supervisory Program for Staff Development. A Practicum Report.

Dunn, Charles L.

Publ. Date: Oct 73. Note: 99p.; Practicum report submitted in partial fulfillment of the National Ed.D Program for Educational Leaders, Nova University
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors: *Developmental Programs, Doctoral Theses, Economically Disadvantaged, Economic Disadvantagement, Educationally Disadvantaged, Educational Research, Elementary Schools, Ethnic Distribution, Improvement Programs, Individual Differences, *Individual Needs, Instructional Improvement, Paraprofessional School Personnel, *Racial Balance, *Staff Improvement, *Supervisory Activities, Teachers

The author reports on a program designed to improve the skills of staff members in recognizing, and adapting instructions to, the varied learning styles, abilities, and affective needs of pupils in an ethnically unbalanced "pocket of poverty" elementary school. The staff included paraprofessionals and teachers of reading, mathematics, social studies, language arts, and science. Negative factors at the start of the project included tendencies of the teachers to use the lecture approach, neglect of audiovisual and library resources, pervasive job dissatisfaction, and inadequate supervision. Planning workshops with the entire staff, and to which parents were invited, resulted in a program that used trainer consultants, intervisitations, and peer evaluation of classroom demonstrations along with increased utilization of school-community resources. The outcome of the program was increased participatory learning among teachers, more effective use of materials and resources, more effective provisions for dealing with diverse learning styles, and better use of preparation periods. The author concludes that the impact of the project was evident throughout the entire school program and that the program warrants implementation in other schools. (Author)

ED 089 451 **EA 006 038**

Proposal Writing: A Strategy for Funding and Curriculum Improvement. A Practicum Report.

Anderson, Carol M.

Publ. Date: Jan 74. Note: 38p.; Practicum report, submitted in partial fulfillment of National Ed.D. Program for Educational Leaders, Nova University
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: *Curriculum Development, *Educational Finance, Educational Needs, Elementary Schools, Parent Participation, *Project Applications, Research Proposals, School Funds, Teacher Participation, *Writing

A systematic procedure for the development of proposals for funding under Title III, ESEA, originating from the needs of one elementary school, was developed by the author. The procedure was designed to involve community members and the school staff in the appraisal of funding opportunities, the development of topics and objectives, the establishment of timetable and work deadlines, and checkpoints in the approval process. School needs were ranked, and the four process components were identified to be: the subject, the writer, the elements of the proposal, and the strategies for execution. Planning sessions were designed to focus on strategies for pooling effort, securing teacher and parent input, and gaining proposal support. Work meetings were structured to collect data, determine objectives, and evaluate the developing proposal. The process was successful in developing a proposal approved by the Board of Education as representative of its interest in educational improvements and appropriate for forwarding to the Office of the Superintendent of Job Instruction. The author evaluates the procedure as effective on the basis of approval of the proposal, involvement of parents and staff, response to identified school needs, and academic growth consistent with the effort expended. The author also recommends two followup strategies to be used in the event proposals are not funded. (Page 19 of Appendix "B" may reproduce poorly.) (Author)

ED 088 712 **SE 017 495**

Using a Potential Method of Maintaining the Basic Skills of Arithmetic Through the Summer Months to Reduce the Review Time in the Fall.

Walzl, F. Neil

Nova Univ., Fort Lauderdale, Fla.
Publ. Date: Nov 73. Note: 28p.; Practicum report for D.Ed., Nova University, Ft. Lauderdale, Fl.; National Ed.D. Program for Educational Leaders
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: Achievement, *Basic Skills, *Elementary School Mathematics, Independent Study, Instruction, *Mathematics Education, *Research, *Retention, Worksheets

Fourth- and fifth-grade students were given a series of five lessons for individual study over the summer vacation. The lessons, which sought to help maintain basic skills, were to be completed and mailed back to the schools. Over half of the participating students completed all the lessons. Results of the STEP Computation Test administered in September showed that these students maintained their levels of basic skills while ones that did not complete the lessons, as well as students in a control group, had lower scores. As a result of the summer lessons, some teachers were able to reduce substantially the amount of time devoted to review at the beginning of the following school year. (Author/LS)

ED 088 243 **EA 005 978**

Mental Health Program for Sacramento Unified School District Elementary School Principals.

Davis, Robert F.

Publ. Date: Sep 73. Note: 63p.; Practicum report in partial fulfillment of National Ed.D. Program for Educational Leaders, Nova University
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors: Elementary Schools, *Health Needs, *Mental Health, *Mental Health Programs, Practicums, *Principals, Program Descriptions, Program Evaluation, School Community Relationship, School Districts, School Personnel, *Workshops
Identifiers: *Sacramento Unified School District

This study reports on the development of a professionally prepared and delivered mental health program

addressed to the needs and interests of elementary principals in a California school district. The needs of the principals were identified at a series of meetings with the district's principals association in which 15 program goals were established. Execution of the program included the communication of these needs to and consultation with school administration, the personnel service office, the staff training services department, and with appropriate community service agencies. A series of three 2-hour mental health workshops for principals, conducted with the assistance of mental health specialists, focused on the subjects of stress, anxiety, drug abuse, alcohol, mental problems, and suicide prevention. Evaluation of the program by means of a test instrument developed by the author and administered after the third workshop showed, on the part of participant principals, improved, positive attitudes toward mental health. (Author)

ED 088 192 **EA 005 926**

Project VUE: Volunteers Upholding Education.

Thurber, John C.

Publ. Date: Aug 73. Note: 82p.; Practicum report, submitted in partial fulfillment of requirements for National Ed.D. Program for Educational Leaders, Nova University

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors: Classroom Environment, Cost Effectiveness, Elementary Schools, Individualized Instruction, Paraprofessional School Personnel, *Program Description, Program Evaluation, *School Community Relationship, Secondary Schools, *Teacher Aides, Tutoring, *Volunteers, *Volunteer Training

Identifiers: Florida, Palm Beach County Schools, Project VUE, Volunteer Coordinators, *Volunteers Upholding Education

This document reports on a project aimed at developing, implementing, and evaluating a plan for using volunteer classroom aides in the Palm Beach County (Florida) schools as a means for meeting various financial, human, and community needs. The desirability of a comprehensive volunteer plan was presented in a 10-point summary by an ad hoc committee, and a 17-member committee was charged with designing a volunteer aide program. The program was carried out in seven phases during the 1972-73 school year. Ninety-five types of activities that would be performed by aides were identified and further classified as resource or regularly scheduled activities. A full-time specialist was employed to coordinate recruitment, training, evaluation, and other elements of the program. As a result of the program, the school system added 900 volunteers to its classroom personnel during a 15-month period. Performance and attitudinal evaluation indicated that the process and performance objectives of the program were successfully achieved. (Author)

ED 008 191 **EA 005 925**

Pilot Testing of a Student Volunteer Out-of School Tutoring Service.

Keen, Sadie S.

Publ. Date: May 73. Note: 40p.; Practicum report submitted in partial fulfillment of requirements for National Ed.D. Program for Educational Leaders, Nova University

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: *After School Tutoring, Cross Age Teaching, Elementary Schools, *Elementary School Students, Pilot Projects, Program Descriptions, Program Evaluation, *Student Volunteers, *Tutorial Programs, *Tutoring

This report describes a pilot program set up to test the feasibility of a student out-of-school tutoring service for 4th and 5th graders as a means of providing remedial instruction for potential dropouts. For testing purposes, a small-scale 5-session program was set up, using as tutors 9th through 12th grade volunteer students, from a local private school, participating on an after-school-hours basis. The program involved 10 tutors and 20 "high-rank" students. The tutoring service concentrated on the basic skills in English, reading, spelling, and mathematics for five consecutive Thursday evenings for one and one-half hours each. A tutoring design team developed the plans and format; and identified objectives, tasks, and evaluation strategies. The project was evaluated on both the process and the product, and resulted from responses of tutors, and students and their parents to formal surveys. The results of the pilot program indicate that student volunteer out-of-school tutoring for high-risk students is feasible in terms of time, effort, and results; and that well-achieving high school students, if given proper direction, can be effective tutors for 4th and 5th grade students. (Author)

ED 088 182 **EA 005 915**

An Evaluation of the Effects of an Open Space Program on Selected Seventh Grade Pupils and Their Teachers.

Schwer, William E.

Publ. Date: Jun 73. Note: 98p.; Practicum Report in partial fulfillment of requirements for National Ed.D Program for Educational Leaders, Nova University

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors: Basic Skills, Cognitive Measurement, *Comparative Analysis, Doctoral Theses, Facility Planning, *Grade 7, *High School Design, Junior High School Students, *Open Plan Schools, Senior High Schools, Student Attitudes, Teacher Attitudes, *Traditional Schools

The author, working with a 4-member teaching team, sought to determine how a group of pupils and their teachers would respond to an open space program proposed for a new senior high school building. A test program was conducted in temporary quarters with an experimental group of 25 randomly selected seventh grade students and a control group of 25 students from the regular junior high school building. The Comprehensive Tests of Basic Skills, administered to both groups, showed no significant differences in cognitive achievement between the groups. An attitude test, drawn up by the teaching team and administered to the experimental group only, showed a high level of favorable student attitude. The teachers found both advantages and disadvantages in the open space arrangement, but that the disadvantages were largely of a nature to respond to corrective measures. Those people involved in planning, implementing, and evaluating the open space program concluded that it warranted expansion into the new building, but that study of the concept should be continued, using additional methods of evaluation. (Author)

ED 088 176 **EA 005 908**

An Adventure in Enrichment.

Kilmer, Joycelyn

Publ. Date: Jun 73. Note: 62p.; Practicum report in partial fulfillment of requirements for National Ed.D. Program for Educational Leaders, Nova University

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors: Case Studies, Classroom Environment, Elementary Schools, Elementary School Students, *Enrichment Activities, *Enrichment Programs, *Program Descriptions, Program Evaluation, Student Centered Curriculum, *Student Motivation, Volunteers

Staff members at an elementary school in a low-middle socioeconomic area saw the need to generate new enthusiasm among pupils during the last few weeks of the school year. An enrichment program, based on new experiences for the children and the acquisition of skills not regularly included in the elementary curriculum, was provided for 600 pupils in grades 1 through 6, utilizing the assistance of parent volunteers. The program, financed by a small appropriation from the local Parent Teachers Association, occupied one hour each day for

five consecutive days. A total of 23 offerings were presented to the pupils who submitted first and second choices after consultation with parents. Techniques used in the program included multigrading and team teaching for the larger groups. The program generated enthusiasm for school among pupils and parents, reduced absenteeism, and promoted communication among staff members previously reluctant to discuss classroom activities. The author states that the program could serve as a model for other elementary schools in need of generating enthusiasm within the school body or the community. (Photographs may reproduce poorly.) (Author)

ED 088 172 **EA 005 904**

Evaluating the Services of Paraprofessional Aides.

James, Hytolia Roberts

Publ. Date: 1 Jul 73. Note: 41p.; Practicum report in partial fulfillment of requirements for National Ed.D. Program for Educational Leaders, Nova University

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors: Educational Research, *Elementary Schools, *Evaluation, *Inservice Programs, *Paraprofessional School Personnel, *Performance, Personnel Evaluation, Program Evaluation, Questionnaires, School Aides, Services, Teacher Aides

The reported project attempted to determine if formal inservice training improves the performance of paraprofessional aides in the classroom. Ninety-two teachers at four elementary schools examined the administrative, clerical, supervisory, instructional, and housekeeping duties most frequently performed by paraprofessionals and rated them on the effectiveness of their performance by responding to a questionnaire. The results indicate that paraprofessional aides who participate in a formal inservice training program and those who receive incidental on-the-job training basically perform the same kinds of duties, with their performance differing in frequency, variety, and competence. It was further revealed that formal inservice training programs place great emphasis on specific duties, which tends to restrict the aide to tasks within the scope of that training; while incidental on-the-job training programs promote the performance of a greater variety of tasks. The investigation suggests that, to be practical and effective, inservice programs for paraprofessional aides should be designed at the local school level and should involve both the formal and the informal aspects of training. (Author)

(*Continued from p. 2*)

Procedures. This category includes those things that were done pursuant to the purpose. Describe whatever course of action was taken to accomplish the objectives. If research is involved include subject and control groups, experimental methods, dependent and independent variables, and methods (instruments) of measurement.

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